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Stormy Days.

By MABEL ELLERY ADAMS, Massachusetts.

Stormy days, with their consequent poor attendance, present a problem worthy of some consideration. In some cities the institution of a "no-session" signal does not exist, in others, the officer in charge of that signal rings it in but seldom, so that days when all or nearly all the grades are sparsely attended are relatively frequent during the stormy winter months. Teachers accustomed to an average daily attendance of fifty or more look at sixteen or eighteen children scattered about a large room with disgust, and express themselves upon the subject with a candor which is rather lamentable.

Miss Smith says, "Well, I know one thing, I wouldn't send my child out a day like this," that is, she deliberately criticises the act of every parent who has sent a child to her school upon this particular day. That she has a right to her opinion in the matter no one doubts, but the place to utter it is not before her pupils.

Miss Jones says, "I wonder if the sun is shining over on the heights where Mr. Blank (the superintendent) lives, I think it must be," and the children laugh shrilly at the witticism and go home at noon and say that Miss Jones thinks Mr. Blank does not know much, any way.

Miss Robinson says, "There is no possible use in doing regular work, so you may take your pads and draw pictures, children, and those who are the best may help me clean out the cabinets and fix the books." So the morning session is turned into a house-cleaning bee and all are well content.

Miss Brown, who is musical, says, "We can't do regular work, because if we did we should have to do it all over when the others come back, what would you like first, children? and with one accord they all answer, "Sing;" so for an hour or two they sing everything that they know and considerable besides, to the acute distress of their unmusical neighbors.

Miss White, who is ultra-conscientious, says, "Now, children, we must go thru the program, anyway, but we'll review, so that the absent ones will not lose anything," and the class slides along haphazard thru an unplanned review.

As it gets toward eleven o'clock the principal goes about thru the rooms and says, "There are so few of you here that I have decided to dismiss an hour earlier. The next gong will be for dismissal. At eleven, therefore, the pupils go home. At twelve numerous parents arrive with umbrellas, ready to do escort duty to not-old-enough-to-be-trusted little ones, only to be informed that the said little ones must be somewhere on the road. They go away wrathfully, vowing never to send a child on a stormy day again.

This is not a fancy picture by any means; you may find its duplicate almost anywhere, if you make it your business to look. And that word business, by the way, will furnish a very good text for the little sermon which is going to be preached.

The Practical Side.

There is a business end to this stormy-day problem, a business end and an educational end. Let us consider the business end first. It costs a town or a city or a district a definite amount of money, a very large amount in

many places, to keep the schools in running order for one day. Most of the expenses are fixed ones, which closing the school does not lessen. The single item of fuel will show a slight shrinkage if the schools are closed for a whole stormy-day, as they are in those places where the "no-session" signal is in use; but this shrinkage is very little, because the janitors cannot know positively in regard to the matter before they put on their coal for the day, and do not dare, on a cold, stormy day, to run the risk of exposing teacher and children to the chill which banked fires would mean. So the heavy expenses go on, school or no school. If the storm is a snow-storm they are even increased, for some cities allow janitors extra compensation for shoveling snow. Every school officer, teacher, and janitor receives his salary in spite of no session, or poor attendance. The city or town has the same right to the prompt, faithful performance of duty by those officers, teachers, and janitors on a stormy day as on a pleasant day. If the employing corporation were to withhold half the pay because only half the allotted work were accomplished, great would be the outcry.

Consideration for Parents.

Moreover, any parent has the absolute right to exercise his own judgment as to whether his child shall attend school or not, on any day when school is in session, and when he sends that child to school he has a right to expect that it shall be retained under the teacher's care until the customary time for dismissal arrives. Of course there are occasional (very occasional) exceptions to this rule, when a storm is growing worse so fast that the streets are becoming impassable, and there is danger that the street-car lines may be blockaded. In the large majority of cases, however, neither teacher nor principal has the moral or indeed the legal right to send a child home from school before the recognized hour of dismissal, and such an act becomes actually immoral when the child is small and weak, and likely to stray away. Even if the parent is not intending to come to the school-house to escort the child home, she is on the lookout for it at the proper time, and will soon know if it is in danger; while when it is dismissed an hour too early if her window does not happen to command a view of the street she may be entirely unaware that the school children of the district have been turned loose. Every mother knows and every teacher ought to know, the sort of croupy cold the average small child can accumulate in the course of an hour's promenade homeward, *via* every mud-puddle or snow-bank.

Rights of the Children.

Then there is the business side of the lessons taught and learned upon a stormy day. Just why the children who stay away should be the favored ones upon all occasions it is hard to see. "We can't do this, and we can't do that, because those who are absent will lose so much," say the teachers over and over again. "It isn't worth while to do much, there are so few here." "I had planned a new lesson, but we shall have to wait," etc., etc. Now, as a matter of business, why should those children who have come to school at the cost of great effort and much discomfort be discriminated against by teachers paid to teach them? It is useless to say that the work will be made up somehow, useless and untrue; if the course of study lays down two hundred days' work to be done, and

there are ten stormy days in which practically nothing is accomplished, a child who attends school every day in the year loses ten days of solid teaching which his teacher has contracted to give him, one-twentieth of the whole. It would seem that the proper persons to bear this loss are the absentees, those who fail to avail themselves of the teaching given at its proper time.

What has been said may be summed up in a few words. A poor attendance furnishes no excuse for a poor school. The children who do attend have the same rights as on a pleasant day. The decision as to whether the school attendance is proper rests in some instances with the superintendent (where a no-session signal is employed) in all others with the parents. Their right of sending out or retaining at home is absolute. Under no circumstances should any teacher ever criticize the act of either superintendent or parent in the hearing of pupils.

Thus far business. Now the educational end of the problem comes up and the teachers have a chance to have their say. "It is all very well to talk about rights, but you cannot present a new subject when thirty pupils are absent. If one lesson could be taught by itself, if it had no relation to what was coming after, then it would be all very fine; but just suppose that I have planned to teach addition of fractions to-day, and then to give examples and problems the rest of the week, how could my examples and problems ever be performed, if three-fifths of my children were absent the day I presented the subject?"

In the first place it seems to the writer that under any circumstances the subject would be better taught to the whole class. If twenty pupils had the whole attention of the teacher the first day and thirty the next, than it could possibly be if fifty had to share the attention one day. This plan, too, would give any slow pupils who happened to be present both days (and considerable experience as pupil and teacher has shown that the dull pupils are pretty apt to turn up on rainy days) an opportunity to benefit by repetition. In the second place, there is no law which says that every pupil must learn exactly what every other pupil knows. The amount of information which even a very good teacher plans to impart on any given day does not exhaust the subject; it is quite possible to present advance work which is not identical with the work planned for the class and to allow the absentees to lose it altogether. Any teacher who possesses more than a one text-book knowledge of her subject will readily comprehend this suggestion. Let the children know the same sort of delight that college seniors and graduate students experience when the professor gets interested, and dropping his notes, runs over his time twenty-five minutes without even looking at his watch. When the subject comes up for its regular presentation the next day, the stormy-day children with their broadened apperceptive basis, will take hold with a will, and give to the lesson a *go* and a *swing* delightful to behold. To illustrate: suppose the regular topic in history planned for the day was the Louisiana Purchase—think of the opportunities for giving something new without even alluding to the purchase itself—old New Orleans, Creole society, the Napoleonic wars, the possibilities of the new territory—enough material for twenty lessons!

"But," say the objectors, "suppose we do all that we shall get thru sooner on a stormy day, because it does not take so long for twenty children to recite as it does for fifty." The surplus time should be devoted to individual teaching. Johnnie stutters; Mary has a bad habit of saying "er" every few minutes when she reads; Jennie never understood percentage, and now that she is in interest is all at sea; Henry's writing is execrable; so are Max's figures; Harold is the brightest boy in the room, but he reads as tho he went by electricity, and so on. If the teacher really knows her pupils she knows of some weak spot in every one of the twenty, a weak spot which the daily stress of teaching fifty or sixty children gives her no time to strengthen. The stormy day is her opportunity.

The Manual Training Idea.

Reminiscences of Personal Growth into its Spirit.*

By FRANK A. HILL, Litt.D., Secretary of the Massachusetts Board of Education.

It is treacherous business for one to trace the growth of one's own thought on an important theme. I venture to brave the pitfalls, however, in the case of my views about manual training, partly because I can conveniently illustrate in this way how teachers may unconsciously pay fragmentary tribute to the philosophy of manual training before they know what it is, and partly because the story of my own groping for light may lead a teacher here and there to get into the sunshine a little more promptly than might otherwise be feasible for him.

I recall that when I began to teach in 1858—it was during the long winter vacation of my freshman year at Bowdoin—I sometimes heard it said that it would be a good thing if boys could be taught the use of tools in school. I regarded the notion at the time as a visionary one. The school had no business with tools; they belonged to the home, to the period of apprenticeship, to the workshop. It would be the wildest extravagance for the schools to take them up. What tools should they teach? What trades should take precedence? What should be done with the girls meanwhile? Does education lie that way? Then I said: "The hard-headed public gives it no thought. Why should I?" And so in this summary, self-satisfactory way, I put the matter aside as a harmless speculation.

I had a feeling, however, at the very beginning of my teaching that it profited a pupil, not simply to read or to hear how a thing is done, but to see it done; nay when conditions should permit, which I thought they seldom did in the schools of the times, to do it himself. There was my high-school chemistry,—Comstock's chemistry. I studied it under a good teacher, but I neither performed, nor saw performed, a chemical experiment while I was in the class. Pictures of apparatus and descriptions of processes had to satisfy me. It was in college that I saw chemical experiments for the first time, to my great delight and profit, but I had no hand in them. Indeed, I cannot recall that I did in any manual way a single piece of scientific work, outside of the analysis of plants, during my entire college course.

Doing Things for the Pupils.

When, as a teacher, I tried a few chemical experiments before my class, I did so because they interested me and I thought they would interest my pupils; they helped me and I thought they would help them. As I slowly worked them up, without previous experience in the work, I became conscious of a clarification of my knowledge, of an increased grip upon my subject, and often remarked, "Surely the best way to learn a subject is to try to teach it."

I see now, better than I did then, that I was really getting the lion's share of the profit. I had a kind of pleasure in doing such things for my pupils, and there was a further incentive in the evident pleasure of my pupils in seeing what I did. I did not know it at the time, but as I look back I realize that I must have worked in a spirit more selfish than altruistic. I prized the exhilaration in self that comes from showing novel things to others rather more than the exhilaration in others that comes from finding things out for themselves. At any rate, I did not so much ask my pupils to observe for themselves as I sought to have them see what I saw, and hear what I had to say. I was the active one; they were the passive.

Had any one said to me at this time, "Now what you are doing yourself for your pupils is just what they ought to be doing themselves," I might have assented to the suggestion as ideally a good one, but I certainly would have scouted it as impracticable. The school-house where I taught was not adapted to such work; the committee

*Address delivered before the Rhode Island Institute of Instruction. (Slightly abridged.)

had no money for it; the public would not stand the expense of it; pupils would cut, burn, and poison themselves in doing it; parents could not see the sense of it, and would not tolerate the thought of it; I had no time to give to it; it was all I could do to keep my head above water with my own humble undertakings. I presume, however, it was not the result of any conscious decision on my part that I did not, as a matter of fact, stir up a hornet's nest of protests in the matter, but simply held my peace and kept on doing experiments in a desultory way, as I had begun.

Approaching Nature.

There was a field, however, in which I could arrange for individual work involving the use of the hands and the senses and the bodily activities,—laboratories of nature's own, close at hand, no apparatus needed except a knife and a lens, the material for manipulation abundant, luxuriant, beautiful, wonderful, and graded to every capacity. I have no recollection of working in that field during my primary and grammar-school days. It seemed to have been a heresy to study plants in the lower schools that I attended. I do not blame my teachers for it; I blame the times rather. Nay, I think the times may be pardoned, very much as an apple may be excused for not being ripe. I shall never cease to be grateful, however, that, when I entered the high school in Biddeford, Maine, at the impressive age of eleven, I came under a teacher who taught botany with plants in hand and geology with the earth as a witness. He was a lover of nature of the outdoor type, and there was contagion in his love. The arethusa in the bog, the glacier's trail over the ledge, the dyke of trap in the quarry; such things I came to know early and soon became curious about. My study was crude and boyish enough, but there was passion in it all, a tithe of which would stand me in stead in many an enterprise to-day. Perhaps I ought to have been more scientific about it, to have begun with the cell and worked up to the plant, or with the plant and worked down to the cell. Either these ways is sound after its fashion and honors are easy between them. But I did nothing of the sort. I was delighted if I hunted a plant down to its name in the book or a plant that was only a name to me down to its lair in the woods. I know the joy of wading knee-deep in the swamp and seeing for the first time an orchid that up to that supreme moment had successfully eluded me. I know the joy of finding the white pond-lily, when the botanists all said blue, and of receiving a letter from dear old Asa Gray, thanking me for specimens, but saying that he had ceased to be astonished at such pranks of color since he had seen the white cardinal flower.

I know that nature has seemed richer and friendlier to me all my life because of these my early romps with her. There are a thousand ways to approach her, no doubt, and some of them are royal, but the crookedest by-path is not without its picturesque interest. Know her thoroly? I would not know her thru and thru for the world, her mystery solved, her charm gone, her resources a squeezed and abandoned orange. To range from the heart of things to the outermost boundary, exhausting it all—that's the end of growth and the death of interest. Heaven would cease to be heaven if it meant the end of revelation, the upward soaring forever barred, the beyond an everlasting blank.

Laboratory Work Begun.

I was not wholly unprepared then, when I came to botany, geology, and astronomy—for these were among the ten or fifteen subjects that I had to teach in my callow years, on the theory, probably, that the less one knew about them the more of them one could handle—to fall into laboratory methods such as they were, to set the boys and girls at work on the plants and the rocks about them, and the constellations above. It was all done empirically, done because, as a pupil, I had done it and thought well of it, done without much thought of the psychology of the doing, but done, it may be added, in a

half unconscious deference to deep principles, whose clear recognition and formulation belonged to a later stage in my development.

The value of such methods was so obvious that it soon became a question with me how to extend them to physics and chemistry. Specially equipped laboratories were desirable; they had begun to appear in favored spots. I recall that in the late sixties I once visited a chemical laboratory in the new and elegant Cambridge high school building of the time and was deeply impressed by it, altho twenty years later, when I became principal there, I chafed under its basement conditions and inferior appointments, and not long afterwards was favored with a better laboratory in a grander building. To fold one's arms, however, and wait until the people should provide suitable laboratories meant that class after class would have to leave school with huge and needless gaps in their scientific instruction.

Stimulating Self-Activity.

It was during this stage of waiting for something better that two trends in my teaching of chemistry and physics came to be a little more sharply defined. I talked less, for one of them, and tried to have the pupils do more for themselves, for the other. That is to say, it became a controlling conviction with me—it had once been but little more than a form of words—that it was the pupils more than the teacher that must do the seeing and the thinking and the telling, even tho conditions forbade their doing the doing. The less the teacher stood in their way with his premature and exasperating telling of things, the more of joy they would have in discovering them for themselves and the greater incentive to press further any advantages thus gained. Altho I kept on in the old way of doing the illustrative and experimental work myself for my pupils, I insisted more and more on their noting conditions and results and giving their own interpretations of it all; and my charity in the presence of blundering views grew the larger the more clearly I saw how important it was not to dampen the ardor of genuine thinking by making light of its vagaries. There was gain here, but something lacking after all, which I tried to atone for by encouraging the doing of outside work, largely experimental, in a voluntary way. There was a value for the pupils in such individual manipulation and consequent enlistment of the executive and observing powers not otherwise attainable; moreover, there were marked variations of capacity among them that were thus a little better met.

Connecting New with Old Knowledge.

I became early convinced that it is only as the pupil becomes personally active under teaching that inspires him to do for himself, that coarse adjustments to his capacity are attainable and fine ones possible. Now the voluntary work which I succeeded in getting was important because it allured pupils to work more nearly up to the level of their capacity. What waste, what mischief there is in the dawdling along of pupils who do not use half their power? It was also important because by means of it pupils in their mental processes were more likely to make those connections of one thing with another which are so favorable to the comprehension and retention of what is done. How many difficulties vanish in teaching when the knack comes of getting the pupil to connect new things he ought to understand with old things he has already found out and knows he knows. Such a process is forever going on, in a happy-go-lucky way, as the child knocks about among his playmates—a process wild and partial enough, and sometimes questionable, but of precious and picturesque aspects withal. To capture this process for the schools, to use it educationally there, to guide the child's activity with due deference to his bent and his freedom—therein lies the art of successful teaching.

What the child gets by a judicious conjunction of physical activity and mental is doubly clinched in his mind. He gets it thru his sensory apparatus, he gets it thru his motor,

each reinforcing the other. It is the best of all ways of developing those bases of the mind that are learnedly called apperceptive centers. I had always known, in a way, that the true order of procedure in the child's mental growth was from the known to the unknown, from what is to what is beyond, from the concrete to the abstract, from the simple to the complex; but the uncompromising obstinacy of the principle, express it as one will, the utter impossibility of a child's learning a new thing that is absolutely unrelated to any old material in his mind, the profound significance of Christ's saying, as true of the mind with its powers as of the servant with his talents, that "unto him that hath shall be given," it took me many years to rise to, and I am not sure yet that I am sufficiently possessed of it and by it to be absolutely and always true to it.

The Principles of Self-Activity Applied.

In these voluntary exercises I found a stronger evidence than I expected of the remarkable differences not only in the capacities of different pupils, but in those of the same mind. At the moment of writing, I am thinking of a boy who once brought me, as a voluntary exercise, a refracting telescope made wholly by himself, even to the screw threads and the grinding of the lenses. Later, I had occasion to plead for him with the authorities of a high scientific institution, who hesitated to receive him on account of his poor English. "He cannot spell telescope," I said, "but he can make one, and show the rings of Saturn with it," whereupon they consented to give him a trial.

Another reason for commending voluntary work to pupils must not be overlooked. The true educative process is a self-activity process. The sooner the child gets to doing educative things, not because the teacher requires them, but because he himself wants to do them, the brighter the promise for his mental growth. That is a questionable scholarly spirit that never gets beyond the set task. There is a profound sense in which no school ever made a scholar or ever will. If, when school ends for good, study also ends for good, there is a lamentable miscarriage in that noblest purpose of the school—the inspiration of the subsequent life.

The Spirit of Laboratory Work.

When laboratories for physics and chemistry came my way at last, my personal teaching of these subjects had come to an end. As an interested on-looker, however, I saw that, while some of the old problems were in process of solution, some new ones had become threatening. Just as in the kindergarten it is possible to miss the kindergarten spirit, to go thru, for instance, the motions of formal exercises in the outskirts of the Froebelian idea while a thousand leagues from the heart of it, so in the laboratory it is possible to miss the best laboratory spirit. I do not like, for instance, to see a laboratory for youth intent on a few isolated and typical experiments and nothing else. The intensive, time-consuming drill of personal experimentation is invaluable, but breadth is needed. The drill builds up grand apperception centers, but these centers need exercise. Nay, the supreme argument for the drill is that, tho narrow in itself, it favors ultimate breadth. Chance accretions to these centers are not to be lightly spoken of, but a beginning, at least, in their systematic enrichment, should be made in school. Now is the right time to witness experiments by the teacher, to study them in books, to read scientific writings, to observe scientific processes in the industrial world. It is only as these centers grow in variety and luxuriance, that the avenues of access to the pupil's mind from outside are multiplied. But now a new danger confronts the talking teacher. If less likely to tell new things to minds not prepared to receive them, he is more likely to tell old things to minds that have come to know them.

Constructive Work.

Manual training came into my field, not in the slow, insinuating way of the laboratory, but suddenly, in a large way, with wealth and enthusiasm behind it. Among the munificent gifts by Frederick H. Rindge to his native city

of Cambridge was that of an elaborate manual training school. It was founded for the boys of the English high school, of which I was principal at the time. On the shop and drawing side, the school was private; on the academic side, public. I was ready at the start to look upon it as a most natural and defensible extension of the laboratory idea from physics and chemistry to the constructive processes and principles of industrial life. The propositions already formulated to justify the laboratory idea admirably fitted this latest and boldest phase of it, but by no means exhausted its defensive possibilities.

The utility in particular, of the new phase impressed me. Here are the visible, tangible, and endlessly varied witnesses on every hand of the constructive spirit of this busy world—houses, workshops, and machines; canals, railroads, and boulevards; palace cars, traffic fleets, and mighty navies; Atlantic cables, Suez canals, and Brooklyn bridges; vast public and private enterprises that have enlisted every grade of human energy and skill, from the nameless shoveler of dirt up to Michael Angelo. Why should not a system of education hold some close and carefully thought-out relation to important sections of the world's constructive activity like these as to those other sections where law, medicine, scientific attainment, and literary culture play each its active part? Then there is the boy who must work for a living. Should not a part of his training, at least, recognize more fully than in the past the primal law that by the sweat of his brow he must earn his bread? Moreover, in the intense rivalries of our modern industrial life, it began to be obvious that communities needed to bestir themselves to maintain their industrial efficiency if they had it, or to build it up if they lacked it. And when one visits a great fair, like the Columbian at Chicago, and notes to the verge of bewilderment the ingenious usefulness, the astonishing wealth and the enchanting beauty of what the mind and the hand can conjointly do, the conviction no longer can be kept back that a scheme of education that does not directly provide for the training of the constructive and executive powers, nay, that may divert the mind from such training and even unfit the mind to receive it, is seriously defective.

Skepticism About Manual Training.

There were many educated people, however, able friends of the schools, so trained in the old humanities, and so imbued with their spirit, that they could not be much impressed by views like the foregoing. They dreaded the taint of commercialism or materialism in the schools. To adapt courses of study to the demands of sordid money-making times, was a lowering of the high spiritual ideals which the schools should uphold. To urge upon such people the utility of an educative process was practically to doom it for educative purposes.

It was to meet this skepticism about manual training, that I found myself struggling to see a little more clearly, if I could, those intellectual and spiritual values which I felt it had. The utility existed; it was obvious; it early won the approval of those who are not accustomed to see much more in school than that somehow it helps a boy to "get on in the world." In presenting, therefore, the claims of manual training for a place in the school, it did not seem necessary—it was not good strategy—to waste much time on its mere utility when everybody admitted it. It was of more consequence to point out those higher values that people are not inclined, at first, to associate with manual training at all.

Educative Work and Factory Training.

Thus it was that I found myself early distinguishing between that training of the hand to a single process that exalts the automaton and that other training of the hand to diversified and progressive exercises that keeps the mind alert and does not let up. The workman's skill, made sure and easy by habit, means swifter and better production by him, and, therefore, more pay. Moreover, this storage of skill in the form of habit frees his mind for new acquisitions in his trade or new possibilities outside of it.

Still, in a scheme of education, the pushing of a process until it goes on with precision without the intervention of will is hazardous in that, as its industrial value tends to increase, its educational value tends to reduce. Just here is where the factory educationally fails. It cares more for the process than for the boy. It wants a thing done in the cheapest, quickest, and best way possible. This means dividing the manufacture into a score of processes, to one of which it assigns the boy. When he can do his work with his eyes shut, as a woman her knitting, the factory's interest in him has culminated. If he forever remains a boy, doing his tiny fraction as a machine, nothing would suit the factory better. But how dwarfing and stupefying it all is,—the higher values of the process extracted at the outset, no more of them in sight to quicken the soul, the work-life plodding on thru the dull years, unrelieved and dreary, the doer sacrificed to the monotonous thing he does! It means daily bread for the body, but how about life outside of the humdrum, the neglected areas of the brain, the daily bread of the soul?

It is right here, in this unutilized realm of vast possibilities, that the manual training school leaves the factory as an educational agency hopelessly behind. The boy is now the supreme thing, not something to be made and sold. One process mastered in principle and fairly fixed in practice, the next is taken up, and the next, for altho it is surprising to how few typical tools and processes the endless operations of constructive industry can be reduced, there are many to be learned, and life is short. Always the thought is present that the intellectual value of processes is exhausted before commercial success therein is assured. And always there is active that best and most natural of all correlation—the application of scientific principle with its theoretical study, each reinforcing, illumining, and permanently fixing the other.

(To be continued.)

Schools of the Northwest. VI.

By WILLARD K. CLEMENT, University of Idaho.

At the head of the state's educational system is the university, located at Moscow. This is entering upon its eighth year. It has a faculty of twenty-one. Its enrollment for 1898-99, was 183, seventy-nine being in the college classes. Courses are offered in science, agriculture, civil and mining engineering as well as the usual one leading to the degree of bachelor of arts. The institution has an excellent reputation. Perhaps its influence has been most felt in the state in the impetus it has given to the improvement of the lower schools. It has maintained a preparatory department, the thoroughness and quality of whose work have acted as an inspiration to high and district schools alike. The university has tried to keep in closest touch with the high schools. Much has been accomplished by the "entrance examinations," which are sent out each spring to the schools desiring them. These cover the subjects for admission to college. The student passing satisfactorily is admitted without examination, provided the certificates are presented within three years. A number of schools have applied for the papers since the system was inaugurated, and the interest displayed is gratifying.

The work of the university summer school, and that of the two normal schools have been already spoken of. As in many states, the state agricultural college is a part of the university, thus securing for both increased facilities at small additional expense.

Secondary Schools.

The state has twenty-two high schools, according to the last report. The town "high school" must not be taken in the same sense as it is in the older states. Elsewhere, I have pointed out, at some length, the necessity of a preparatory department in connection with the north-western state universities, owing to the absence of high schools or the insufficiency of preparation. A good high school requires teachers in sufficient number, and well

paid, good equipment, and buildings. There must be at least seven districts where high schools are maintained, where the assessed valuation of the property in the district is less than \$150,000. Is it possible for a respectable high school, as well as the grades below, to be supported by even a ten mill levy on such an amount, even when supplemented by the county and state appointments? In an effort made this past winter to secure a uniform course for the high schools of the state, a representative list of school courses was examined. Outside of a very few, the courses were surprising in their variety and weakness. The smaller the community, the more ambitious the course, and the fewer the teachers. One town, to which the railroad folder gives a population of 800, had a course only excelled in the state by the preparatory department of the university. Few, outside the school's patrons, would agree with such a flattering statement. Such views and such vaulting ambitions, however gratifying they may be, can only stop real educational progress. With the establishment of a uniform course of study (and the present state superintendent, before the commencement of her term, announced that she would do this, if nothing else) a change will be wrought. In closer articulation with one state university, lies to my mind, the problem's best solution.

The state of Washington has what are styled "two year," "three year," and "four year" high schools. Graduates of the last enter the state university without conditions, while those of the other two are admitted with proper conditions. Such a system must encourage local pride, while adding to the school's efficiency and the university growth. More students will be turned by it towards thoughts of a higher education, and the high school diploma will no longer be the one goal sought.

It is not to be expected that many high schools will fit for the university freshman class, but it will be a step in the right direction. A school will stand on its merits, and these may many times be slight.

To make the course of the high school preparatory to the university, ought not to be the sole aim. There will always be many (and this is especially true in these newer states) whose school life must end with the high school. For these some freedom of election is promisable. The great need of the high schools is fewer subjects, taught longer and more thoroly. Thoro training in English literature and composition is more needful to-day than all the sciences that ornament so many high school courses.

The grade schools in the larger districts, and the rural schools are so closely connected with the high schools, that changes in the one class must necessarily be felt by the other. The lower schools are still awaiting a uniform course of study. Its introduction will be easier in the districts that have primary, grammar, and high school grades, for there adjustment is more readily accomplished. The resources at the command of the authorities are greater, and the teachers of a higher class and better paid. The problem in the rural districts is a much harder one to solve. In many instances the improvement will be slight for years at least. The more ambitious students will, as now, when they exhaust the advantages the home school affords them, seek the nearest high school or the state university's preparatory department. These oft-times will be compelled to suffer for the defects of the rural school. If this problem can be solved, as has been suggested, by the union of adjoining districts, and the transportation of the pupils living in remote parts of the district at public expense, there will be pupils enough for a respectable school, funds enough for a six to eight months' term, the salary being large enough to secure an efficient teacher. In a sparsely settled agricultural district, it is foolish to hope for long terms, good schools or good teachers with the funds at the trustees' disposal.

A course of study for these rural communities is imperative. There are other reforms equally demanded. The educational leader who can solve these problems in Idaho will be one of its greatest benefactors, for his influence will be felt for years in every section and every pursuit.

The forum.

This department is intended for the free discussion of educational questions and often views may be expressed in the letters which THE SCHOOL JOURNAL cannot indorse, but which are thought-provoking and interesting enough to be worth the space they take up.

Corporal Punishment.

When the nation was young its sense of right and wrong was quite as active as to-day. Its methods of correcting crookedness were as vigorous as its spirit of justice, and Solomon's "The rod and reproof give wisdom" was thoroly approved and practiced in home and school.

The founders of all our social and political organizations had a deep insistent sense that to make this nation strong and enduring, its youth must be trained to righteousness in all the relations of life. In the home, the church, and the school, conduct (the index of character), was watched, guarded, and sharply corrected, that youth might grow into clean, pure, strong manhood and womanhood.

In later years there grew up a protest against the use of the rod, as barbarous and unnecessary. It was claimed that the sense of right could be just as vigorously developed by appealing to reason as by afflicting the flesh. So it came to pass that in a large number of homes the rod was banished, and soon forbidden in the church, and the tithing man was relieved of one of his arduous duties.

In the school-room, however, the rod still held its forceful sway for many long years. It seemed to be accepted that the teacher must not be robbed of so powerful a force in forming character. The schools were still looked upon, as their organizers looked upon them, as training places for future citizens. Good government could not be maintained, good neighbors could not be had, unless our public schools labored effectively to train pupils in honesty, decency, and integrity, as well as in reading, writing, and arithmetic.

It was felt that the teacher must still be permitted the advantage of producing physical pain to stimulate moral growth. Latterly, however, this feeling is giving way to the proposition that other means must be found even in the school-room than corporal punishment, to direct the growth of character.

There can be no doubt that this newer proposition is well founded; but it is attended with a serious danger; a danger already evidenced in a multitude of homes where the rod has been laid aside. Many parents are already not only laying aside the rod, they are weakly claiming that moral training belongs to the Sunday school, the young people's Christian organizations, the pulpit and the prayer meeting. Some parents are practically taking the position that they have done their duty when they have sheltered, clothed, and fed their children, contributed a few coins to support the church, and paid their taxes to support schools, maintain a police system and build jails.

The churches are in self-defense throwing back the challenge and stoutly maintaining that their office is purely secondary in moral matters, and rightly placing the first obligation upon the parents under whose direction the child spends nearly all its life, coming under church influence but an hour or two each week and often less.

And now, so far as the building of a strong nation is concerned, comes the weakest and most dangerous plea of all. Many teachers are undertaking to shirk their responsibility by claiming that they have nothing to do with the moral training of their pupils.

Yet under the important development of public schools in this country, the child from five to fifteen years of age spends more waking hours under the personal positive direction of his school teachers than under that of his parents. Outside of the school-room his waking hours

are divided between the home roof and the street in play, or work, or errands, or loitering.

Because of the incessant pressure of labor on father and mother in the great majority of homes there is scant time to give to the watching, guarding, and correcting of conduct. The hours in the street are rarely helpful to the building of clean moral purposes.

The teacher, on the other hand, is in close personal, watchful touch with her pupils several hours every day, five days of every week, during four-fifths of the entire year. The pupil nowhere else comes in such close relations with any one person.

From five to fifteen are the years which do more in character forming than any others. The school teacher is by far the most potent force touching the child during that period. To the teacher, by law, by precept, and by the far more forceful influence, example, the child looks and yields, and is molded for good or for evil.

What that child becomes as a neighbor, as a friend, as a citizen, depends, in the large majority of instances, more upon his teachers in the public schools than upon any other one set of personal influences.

What our nation becomes as strong or weak, enduring or transient, pure or impure, depends more upon our public schools than upon any other one social force. Destroy our public schools, nay destroy the moral power of our public schools in child training, leaving if you please all their power to train intellect, and the nation would in a few brief generations sink to a level with the most degraded peoples.

Remove the moral training from our public schools and they would quickly become an ungoverned suicidal mob, destroying their own power for any and every sort of usefulness. It needs no argument to enforce these propositions. A moment's thoughtfulness by one who studies anything of the sources of purity and power, makes their truth self-evident.

Therefore those teachers who claim that our public schools are not to be deeply concerned with moral training are either shirking responsibility, or they have not stayed to take a thoughtful survey of the fundamentals of social life, growth, and strength. F. W. HEWES.

The School Furniture Situation.

If the tendency to produce the cheaper grades of school furniture is to be checked or reversed, how is it to be brought about? The pith of the matter is simply this, that some manufacturers would be crowded out of business were it not possible for them to retain their hold thru a descent to cheapness, while certain other manufacturers do not find it necessary to alter the quality of their productions in order to hold their established trade. Yet widespread inquiries have been made in regard to the conditions now prevailing. There are many who regard, and not without good reason, the production of so much school furniture of a cheaper grade as not only unfortunate for legitimate trade interests, but as absolutely restrictive of the best work. They contend that were it not for the avalanche of inferior quality there would be more sale—and, of course, at better prices—for the superior qualities. As a simple proposition this is correct, but a complex condition of things must be dealt with. Some of the poor work is due, not alone to the fact that it is in demand, but to the further fact that, under our unscientific method of turning out workmen, we are the victims of inferior handicraft. If a good apprentice system prevailed, there would be fewer poor or half-skilled mechanics, and less "commercial" stock to be absorbed by the market.

The demonstration of the truth that the poorest is in the end the dearest, is a slow but ultimately efficient corrective of the tendency to the extreme in cheap production. Conditions calling for cheap products grow faster than the knowledge that they are not after all the best. Contemporaneous industry is in a condition of lifting a

mass of capitalless persons into the position of small capitalists. The present generation of comfortable people in business were, as a rule, a generation ago moneyless, landless, and shopless. Now they have farms and factories, materials, and machinery, and an established trade to work with and for. In so doing they created a demand for cheaper and cheaper things and herein lies the secret of the whole matter of inferior productions.

What is to be done to arrest this hurtful tendency—hurtful as it unquestionably is when carried to an extreme? The problem is how to check the excesses to which some manufacturers of school furniture go in turning out low-priced products, the feverish anxiety to snatch trade at any sacrifice of industrial stability. The trouble in matters of this kind usually is that we unconsciously drift away from principles, and it is little use to try to answer the question until we come back to principles.

We need, first of all, to recognize the forces at work that drive some people to make, and other people to buy, that which in the long run is not the cheapest, as it is admittedly not the best. In seeking to place our feet upon firmer ground, and to reach a plane of higher ideals in the commercial life that centers around school building and equipment, we need to emphasize the economic advantages which standard work possesses over inferior work. Those directly interested should be brought to understand and admit the fact that inferiority always involves extravagance, and that the adoption of standard products is scientific economy. This truth is now but vaguely realized. The bargain seeking spirit is one of the curious crazes of the times, and the habit is contagious, difficult or impossible to check. Manufacturing skill is often directed to take advantage of this profitable side of human weakness. Inter-trade pride leads one concern to strive against being outdone by another in the number of transactions accomplished in the calendar year, or the extent of territory covered. The fever of unrest, of ambition not thoroly balanced, that characterizes the age, is back of it all. Purchasers and users of school furniture both need to be educated, and this education is largely acquired thru contact with traveling salesmen.

The ceaseless struggle for trade, each man for his own

house, brings out the advantage of each make or type. If the actual users of school furniture had the advantage of the same contact, the same range of vision over the entire field, as the well-equipped retail dealer has, the case would be different. But when a buyer comes to the point of exchanging a certain appropriation for certain stocks, he is frequently (in the vernacular of the Metropolis) "an easy mark." He is to be pandered to, and if he happens to be poorly informed on any particular point, on the tongue of the seller, that is the apotheosis of wisdom. In short he is to be handled so as to secure his funds before a competitor can get hold of him. At the same time the manufacturer or his agents may know that what is being sold is not the best for the purchaser to buy; yet if he tells him the honest truth, advises him what he had better buy, or offends his customer's pride by presuming to enlighten him on the technical points of school furniture production, he loses or may lose a customer. This may be drawing the picture strongly; but it will at least serve to show where one knot of the difficulty in overcoming the tendency to cheapness lies.

The most valuable conserving agency in this restoration of higher commercial ideals and standards in this field is the influence of trade associations, aided on all sides by a better understanding of the principles underlying the situation. By such means better standards are established, and a sort of professional pride implanted in both the manufacturer and purchaser. We need, not to turn our backs upon the producers of cheap and inferior school furniture, but to try to make it more profitable for them to do better work, to surround them with better influences, and educate them up to the point of doing their very best. School boards, educational publications, individual teachers and others can, and ought to help in this movement. We should remember, however, that not all things are of the same inferiority, and to reflect that some supposedly "cheap" manufactories offer more for a definite unit of value than some more pretentious ones. It is not the cheap factory that gives full money's worth which we point at, but its trade counterpart which does not—the factory whose aim is to get the most and give the least returns, regardless of the welfare served.

R. B.



Springfield High School, Springfield, Ill.

School Law.

Recent Legal Decisions.

Compiled by R. D. FISHER.

Exemption of College Property.

1. Buildings used by a college exclusively as dormitories and dining halls for its students are exclusively occupied as a college, within the meaning of the General Statutes (Sec. 3820), providing for the exemption of such buildings from taxation.

2. A statute exempting college property from taxation in accordance with a well-settled and long established public policy is to be construed reasonably so as to give full effect to the policy declared, as well as to avoid abuse and frustrate evasion, and is not within the rule of strict construction.

3. Students' fees, whether apportioned to room rent or tuition, cannot be treated as income of real estate, and land occupied and reasonably necessary for the plant of a college is not productive real estate, within the meaning of a statute providing that a college shall not hold real estate exempt from taxation which shall afford more than a specified annual income.

4. Real property substantially owned and enjoyed by a private person, altho the title remains in a college, is not within the exemption of college property from taxation.

(Yale university *vs.* The Town of New Haven, Conn., S. C. May 4, 1899.)

Note: The result of this decision is to exempt all of the appellant's property from taxation except a house and lot sold to one of its professors, the title remaining in the college until paid for.

As to exemption of property of colleges from taxation see the case of Auditor General *vs.* University of Michigan. Mich. S. C. 10, L. R. A. 376 and note; also Philadelphia *vs.* Overseers of Public Schools. Pa. S. C., 29, L. R. A., 600; and Kentucky Female Orphan School *vs.* Louisville. Ky. S. C., 40, L. R. A., 119.

As to exemption of property used by such institutions for revenue, see also note to Book Agents of M. E. Church, South *vs.* Hinton. Tenn., S. C., 19, L. R. A., 289.

Organization of High School Districts.

1. The Political Code of 1870 as amended in 1895, providing that the high school board shall furnish to the board of supervisors an estimate of the cost of building a high school, and each year thereafter the amount of money required to conduct the school for the year, and that the board of supervisors shall levy a special tax upon all the taxable property of the district "sufficient in amount to maintain the high school," is not unconstitutional, as conferring legislative power on the high school board. Such statute is not void, under the code providing that a special tax cannot be levied in any of the common school districts without an election.

2. The code of 1870, providing that the high school board shall furnish to the board of supervisors an estimate of the amount required to run the high school for the year, and that the supervisors shall levy a special tax sufficient to maintain the high school, such tax to be "computed and collected in the same manner as other taxes" is not void as fixing no maximum rate and providing no rule of computation.

3. A petition by the school trustees to the county superintendent of schools to call an election to organize a high school district is sufficient, altho the petitioners are designated as "trustees," instead of "board of trustees."

(People *ex rel.* Pixley *vs.* Lodi High School Dist., etc., Calif. S. C., June 6, 1899.)

Limitation of Indebtedness.

1. The provision of the Kentucky constitution (Sec. 157), that no taxing district shall be authorized to become indebted to an amount exceeding in any year the income and revenue provided for such year without the assent of two-thirds of the voters thereof, applies to common school districts.

2. The averment in a pleading that a common school district was, at the time of the execution of the obligation sued on, indebted in excess of the constitutional limit, is not good, it being necessary to allege the amount of taxable property in the district so that the court may determine whether the limit has been exceeded.

3. School trustees cannot plead non-liability on their personal guaranty of a debt created by them on behalf of the district on the ground that the district had no power to create the debt, because its indebtedness already exceeded the constitutional limit, as they are conclusively presumed to have known that fact.

4. A guarantor of a debt created by a common school district cannot plead his non-ability on the ground that the district had not power to create the debt because its indebtedness

already exceeded the constitutional limit, unless he affirmatively shows that he was ignorant of that fact.

(Perry *et al.* *vs.* Brown. Ky. S. C., June 2, 1899.)

Joint School District.

Under the revised statute (Sec. 925, Subsec. 116), placing all the territory of a city of the fourth class under the dominion of the city board of education, and requiring it to afford school facilities thruout the city, a joint school district, made up of parts of a village and a town, becomes severed therefrom, and falls under the dominion of the school board of such a city created out of a village (under laws 1897, Chap. 287, Sec. 98), and it becomes the duty of the city to provide school facilities therefor, notwithstanding the revised statute (Sec. 422) provides that a joint school district may be altered or extinguished by the common council of a city or by the trustees of a village and the town boards in joint meeting, and provides also that no new joint district shall be formed which shall embrace any part of a city.

(State *ex rel.* Joint School District, No. 2, Town of Oak Creek. South Milwaukee *vs.* Sweeney, clerk. Wis. S. C., June 2, 1899.)

Appeal from School Superintendent.

1. The power of the board of county commissioners to hear and determine appeals from the decision of the county superintendent as to the formation or alteration of school districts is special and limited, and must be exercised strictly on the conditions under which it is given.

2. When the appeal is heard and decided, and the board adjourns until the following month, the parties interested in the appeal have a right to infer that the decision is final, and the board is not authorized to take up and rehear the appeal on the following meeting without notice.

3. A county board has no authority to form districts for which application has not been made to the county superintendent; nor can it make alterations not considered by that officer, or embraced within his decision.

(State *ex rel.* Attorney General *vs.* Secrest, *et al.* Kansas, S. C., June 10, 1899.)

Taxation for School Purposes.

Where the circuit court, in an action against a railroad company to recover unpaid taxes against its property for school building purposes, finds that the tax has been illegally levied, it has no power to revise the levy made by the county court, by authority of statute.

(State *ex rel.* Brubaugh *vs.* Kansas City, St. J. etc. Ry. Co. Mo. S. C., May 23, 1899.)

Admission to Purdue University.

A pupil regularly admitted was given an honorable dismissal from Purdue university (a school supported by the state) during the spring term, and upon his application for admission in the fall was denied admission unless he would, upon his honor pledge himself to disconnect himself from the Greek fraternity or other secret societies during his connection with the school. This he refused to do and he was not admitted. In an action by mandate the court held that the board of trustees and faculty of Purdue university cannot make membership in a Greek letter fraternity or other college secret society a disqualification for admission as a student in the university, or require, as a condition of such admission, that an applicant, who may be a member of such a society, shall sign a pledge to disconnect himself from such society during his connection with the university, and admission, refused for such cause, may be enforced by mandate against the trustees and faculty.

(State *ex rel.* Stallard *vs.* White *et al.*, Ind. S. C., 82 Ind. 278.)

NOTE:—Woods I. J. dissenting, says: "If the moment a student has passed the portals of the institution he is bound to obey a prescribed rule of the school, he may, in all reason, be required, before he is permitted to enter, to promise obedience. The final remedy for disobedience is expulsion, and, if there may be expulsion for disobeying, there may be exclusion for refusing to promise compliance with a proper regulation. Citing King *vs.* School Board 71, Mo., 628 in which the supreme court of Missouri held that the court will interfere to prevent the enforcement by a district school board of a rule which manifestly reaches beyond this sphere of action, and relates to subjects nowise connected with the management or successful operation of the school, or which is plainly calculated to subvert or retard the leading object of our legislation on this subject, but the case should be a plain one. A rule which subjects any pupil absent six half days in four consecutive weeks, without satisfactory excuse, to suspension, does not belong to either of these classes, and will be enforced by the courts without inquiry whether it is a reasonable and proper one or not. This court, however, is of the opinion that such a rule is reasonable and proper." Further, Woods, J. said: To require such promise cannot, in my judgment, be regarded as an "imposition of either degrading or extraordinary terms as a condition of admission." Properly interpreted, "I think it one which the faculty, under the sanction of the trustees, had a right to enforce."

School Equipment.

Under this head are given practical suggestions concerning aids to teaching and arrangement of school libraries, and descriptions of new material for schools and colleges. It is to be understood that all notes of school supplies are inserted for purposes of information only, and no paid advertisements are admitted. School boards, superintendents, and teachers will find many valuable notes from the educational supply market, which will help them to keep up with the advances made in this important field. Correspondence is invited. Address letters to *Editor of THE SCHOOL JOURNAL*, 61 East 9th street, New York city.

Scientific Methods of Heating.

School boards are being constantly called upon to decide on one of the many systems of heating now in the American market. The modern school building requires a close study of the essentials of heating, ventilation, and sanitation. The ideal school house of to-day must not only be architecturally beautiful, hung with pictures and adorned with statues, but the seats and desks must be properly designed and well spaced, the light must come from the proper direction, the rooms must be of ample size, a comfortable temperature must be maintained at all times, and most vital of all, the sanitary arrangements must be the best that money can provide. To aid school boards in determining the direction to which they must turn for a heating and ventilating equipment suited to their special needs, the more promi-

lin & Co., of Utica, prove their sterling value. A No. 80 Standard sectional steam boiler was recently purchased by the school board of Norwood, R. I. When the final test for acceptance was made there had been no fire in the building for two weeks previously, and outside the thermometer stood at ten degrees above zero, with a strong north wind blowing. The boiler was filled to the water line with cold water and at 9:30 a fire was started; at 11 o'clock every part of the system was filled with steam and thermometers in the rooms stood at 65 degrees, the boiler showing four pounds of steam and the draft and check dampers being operated to deaden the fire because of pressure of steam. The experience of the Whitesboro, N. Y., board has been equally satisfactory. In this case the Standard steam boiler is used to supplement older apparatus. It has been found that the amount of fuel consumed is less for the two boilers than when the old boiler was forced to do work for which it was unequal.

Giblin & Co. believe that the essentials of boiler construction are vertical circulation, thin water ways, large fire surface, and indirect draft travel. Their boilers prove to be economical, for the smoke pipe is comparatively cool, even with a strong fire. These principles have been practically worked out in the heaters and boilers of great simplicity in construction.

A Model School Building.

One of the best examples of modern school buildings is the



A Marietta, Ohio, school building in which the Herendeen Heater is used.

nent designers are here reviewed. The elements of their systems can be set forth only as suggestive of their constructive theories.

There are few large buildings in which the fan system is not used, says the Buffalo Forge Company, and in most cases it is being specified for new buildings to the exclusion of other methods of draft. It is probable that in time state laws will compel the use of the fan system in school buildings. These regulations will doubtless call for the actual delivery of a given amount of air per pupil which will be measured by an anemometer. In varying conditions of weather proper results can be obtained only by moving the air with a fan. This system is favorably regarded by Mr. Wm. McManus, the engineer of the New York board of education, Mr. Alvin D. Reed, of the St. Louis board of education, and Mr. Waters, of the Chicago school board. The system is now used in many of the Buffalo schools.

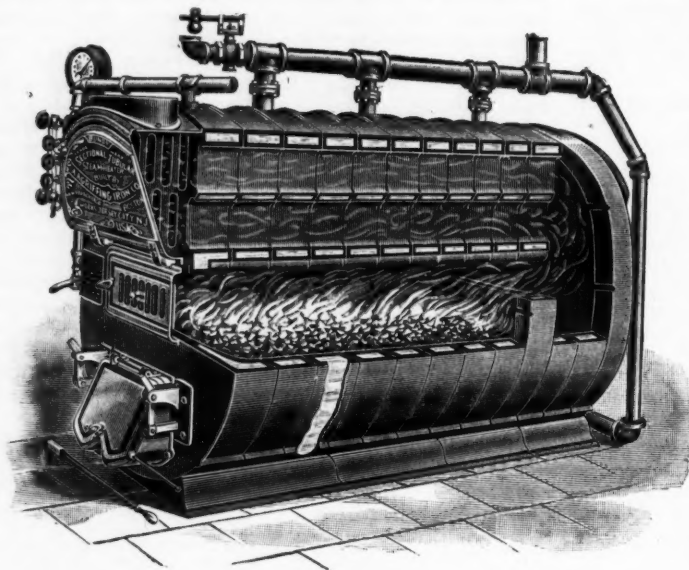
Experiences of Boards.

Tests applied to the heating apparatus manufactured by Gib-

lin & Co. at Middletown, N. Y. This building is heated by three large size boilers constructed by The Herendeen Manufacturing Company, of Geneva, N. Y. The No. 12 Furman steam boiler is admirably suited to the demands of large buildings where heat is necessary during part of the day only. The system advocated by The Herendeen Company is a combination of the gravity indirect and the fan system, the fan being used during school hours and the gravity at other times. The state superintendent has referred to the Middletown high school building as the best built and equipped school-house in the state. Another building in which the Herendeen system may be studied to advantage is a Marietta, Ohio, school-house which is equipped with boilers of smaller size.

Many New England school-houses are heated with the "Bright Idea" series of hot water and steam heaters, which are manufactured by the Gurney Heater Manufacturing Company, of Boston. The arguments in favor of cast-iron as a material for hot water heaters and steam boilers are thus set forth: "The transmission of heat thru plates of an equal thickness of cast or

wrought-iron is in favor of the former. It excels wrought-iron because it resists corrosion better and because it is unaffected by the chemical impurities of feed water or the acids found in the products of combustion. On account of its granular struc-



ture it is not possible for it to blister when subjected to a high heat in the furnace. As the parts must of necessity be small, they are capable of resisting very high pressure and are not dependent on any system of stays or braces for strength. Its cost is less, any number of parts can be made exact duplicates of each other and new parts can be fitted to replace defective or worn parts at any time."

The Cleaning Difficulty.

The primary cause of the failure of many heaters may be traced, in the opinion of the A. A. Griffing Iron Company, of Jersey City, to the impossibility of removing the deposition always incident to combustion. These deposits are non-conductive and their effect in preventing thorough absorption of the heat by the water is remarkable. The Bundy heater manufactured by this house is supplied with clean-out doors in front and rear. These when opened render accessible and even visible all parts requiring cleaning. Five minutes time and a little common sense are all that are needed each day to maintain a clean heater. A heater that requires a skilled workman and much time to clean is liable to receive this salutary process only at intervals of long duration, and there are some heaters now in the market that can be cleaned only by taking them down. It is well to select a heater from which all the water may be removed if desired. The Bundy heater is so constructed that the water may be removed either under pressure or by gravity action.

The efforts of H. Sandmeyer & Company, of Peoria, Ill., to bring about state legislation on school-house construction have been commended by THE SCHOOL JOURNAL. Their pioneer work is justified by the firm's long experience in the equipment of school buildings. Defects in construction become apparent to the heat and ventilating expert who is called upon to install his system after the plans are completed and the building commenced. The Dickson system advocated by this firm is a natural draft system. It consists in the combination of two or more flues placed together in such a way that the heat, in passing to the room which is to be warmed, will heat the ventilating flue, thus making what might be termed an aspirating flue. By this arrangement the system of ventilation is automatic in its working. It is thus impossible to heat a room unless you ventilate it, and vice versa. Two thousand feet of air an hour for each pupil is required that the air in the room may be kept pure and healthful. To circulate this amount of air without fans or other mechanical power was considered an impossibility until the invention of the Dickson system.

Automatic Control of Heat.

A subsidiary problem has been the regulation of temperature by a trustworthy mechanism. The Johnson Company, of New York, has placed during the past fifteen years more than 75,000 regulators in homes and school buildings. Their invention of 1884 is based on the theory that temperature regulation is the controlling of the source of heat by means of a thermostat placed on the wall of the room heated. Compressed air is the

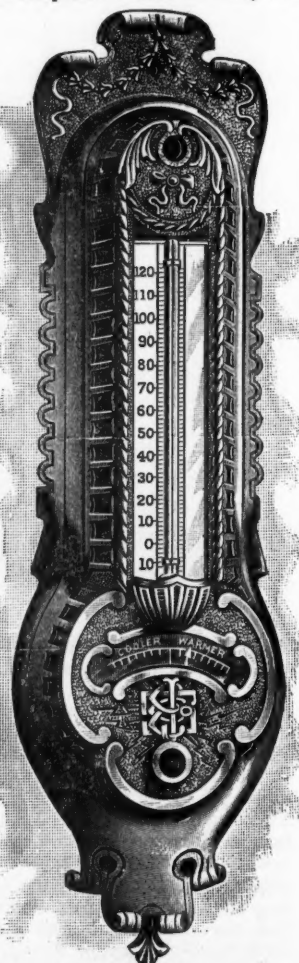
motive power which operates the valves and dampers of this regulator. The water pressure of the school building may be used to obtain this clean, dry, power medium. A temperature of 70°F. may be maintained thru the school day. The teacher is relieved from all attention to the heating and all distraction from the work of instruction by over-heat and opening and shutting of valves and dampers. The ornamental regulators on the walls are ever alert checks on the source of heat in the basement, stimulating or retarding as the condition of the room may demand.

Among the school buildings equipped by the Gorton & Lidgerwood Company, of New York, are those in Johnstown, N. Y., and Bayonne, N. J. Owing to the construction of the building in Johnstown two separate heating systems are used. Each system has a No. 6 Gorton side-feed boiler, which has a guaranteed capacity of 1,500 square feet of direct radiating surface. The building is heated and ventilated by using both direct and indirect radiators and coils. The indirect radiators are used principally for supplying warm fresh air for ventilation, while the direct radiators and coils are used for heating. The No. 8 Gorton boiler used in the Bayonne building has a capacity of 2,700 square feet of direct radiation. The class-rooms are heated by sixteen stacks of indirect radiators and are provided with separate ventilating flues placed near the ceiling and near the floor line.

The Louisville, Kentucky, school board has had an opportunity to test both hot-air furnaces and steam-heating apparatus in fourteen school buildings during a term in 1894. In the first group of seven buildings heated by hot air, 114 rooms were provided for at a cost for fuel of \$2,609.50, and for repairs of \$2,475.14, making the average cost per room \$44.50. The group of seven buildings equipped with steam-heating apparatus comprised 124 rooms. They were heated at a cost for fuel of \$1,684.57, and for repairs of \$354.40, making the average cost per room \$16.44. From this instance it appears that the cost of heating by hot-air furnaces has been more than double the cost of heating by steam. School had to be dismissed in the hot-air furnace buildings at different times every winter since the furnaces have been in use on account of derangement of apparatus and necessary repairs.

Thirty-Two Patents to One Man.

Eight thousand school buildings in the United States and Canada contain all or a portion of the thirty-two patents that have been granted Isaac D. Smead, of Toledo. His experience of thirty years has led him to the belief that there are insurmountable obstacles incident to the use of furnaces in large buildings. Eighteen months ago he abandoned the furnace method and commenced the manufacture of hot-water apparatus. The advantages of this construction may thus be stated: An entire building can be warmed from a single fire, thus reducing the janitor's work. A building with a properly made and set hot-water apparatus can be warmed and ventilated with half the fuel used with furnaces. Without additional attention from janitor



Heat Regulator.

or additional expenditure of fuel the building can be kept warm thru the night. With the Smead system of retort and vertical boiler construction it is claimed by its inventor that the durability of the heating apparatus is equal to the life of the building in which it is placed. The life of furnaces as ordinarily set and cared for is from five to ten years. The danger from fire is considerably lessened under the retort and boiler system. With the present Smead system in a twelve or twenty room school building there is but one fire and that in a retort built of fire-brick sixteen inch walls. With the Smead stand-pipe system the apparatus can be located outside the building heated, thereby saving the construction of a basement. Distant rooms and cool corners can be heated at small expense with hot water lines. A more simple method of ventilation is possible with the use of hot water.

Fans Essential to Ventilation.

The elements of the Standard apparatus produced by the B. F. Sturtevant Company, of Boston, are a fan constructed of steel plate and containing a fan wheel specially designed for the movement of large volumes of air without noise and with the least possible expenditure of power; together with a motor, usually a steam engine, for operating the fan, and a specially constructed steam heater arranged compactly in sections so as to be made up into groups of any desired capacity. The heater is usually inclosed in a fireproof steel plate jacket, and so provided with steam valves that the heating of the entire building may be controlled from this point. This system is a practical embodiment of plenum heating and ventilation by mechanical means. Many authorities believe that perfect ventilation can not be reached without such aid. Robert Briggs has said, "If air is wanted in any particular place, at any particular time, it must be put there, not allowed to go. No other method than that of impelling air by direct means with a fan is equally controllable to suit the demands of those who are ventilated, equally efficient for a desired result, or equally independent of accidental natural conditions."

The Sturtevant fans and apparatus have been installed in a large number of school buildings in this country and in England. The manufacturers have limited their study to the problems arising from school-house construction. Among the more notable buildings thus equipped are the Los Angeles, East Saginaw, Mich., Colorado Springs, and Portland, Maine, high schools.

More Modest Plants.

The systems outlined may be too expensive for adaptation to small buildings. To meet this need the Peck-Williamson Heating and Ventilating Company, of Cincinnati, have brought out the "Ideal" heater and ventilator. In their double heater, No. 244, a simple device makes possible the heating of a room above that in which the heater is located. This device consists of a conductor pipe connecting the heating chamber with a register on the second floor, the main vent pipe being enlarged so that this heating flue is wholly within the vent shaft. The heated air passes thru this pipe and enters the second story room near the floor and in so doing adds to the temperature of the foul air shaft and increases the speed of the foul air exhaust from the school-room. A deflecting plate in the vent shaft behind the second floor register compels the foul air from the first floor to take the front half of the vent shaft, thus leaving the other half free to carry the foul air out of the second floor room.

A new principle has been applied to heating in the Uslac smokeless furnace recently introduced by the Peck-Williamson Company. The gases distilled from the fuel pass thru a bed of live coals before escaping into the smoke pipe or chimney. This passing thru fire insures perfect combustion. The manufacturers claim that this furnace makes possible smoke abatement and the use of the cheapest grades of coal with good results.

The automatic control of steam and hot water radiation is everywhere being recognized as a valuable feature in the equipment of modern school buildings. If sufficient radiation is used to insure heating in the coldest weather it will prove to be in excess of the requirements for the greater part of the heating season, thus necessitating a constant manipulation of the radiator valves to prevent overheating. The two principal parts of the Powers system of temperature regulation are the thermostat and valve. Air under a pressure of fifteen pounds is used to operate the system. This air is pumped into reservoir by a suitable air compressor and from there distributed to the thermostats in the building thru a system of piping; a tube also leading from each thermostat to the radiator valve which is to be controlled.

The Powers Regulator Company has placed these devices in the library of the University of Illinois, and in the high school buildings of Philadelphia, Hartford, Detroit, Ottumwa, Manchester, Wausau, and Malden. Progressive architects are everywhere specifying temperature regulation in school buildings.

The present outlook for improvement in all methods of heating and ventilation is extremely hopeful. Public opinion is rapidly crystallizing into statute laws, and the next decade will conclusively demonstrate that scientific heating and ventilation are no longer to be regarded as a luxury but as a positive necessity, and their effect in school work will be more clearly recognized.

What is Acetylene?

A paper by Dr. Olin F. Tower, of Western Reserve university, so fully answers this question that it has been preserved in the quarterly bulletin issued by the institution. The writer first disposes of popular misconceptions. Acetylene is a gas possessing remarkable illuminating power and is generally supposed to be produced from a dangerous substance, calcium carbide, by the action of water. This inadequate view is best met by a description of the process.

In 1889 an American, Mr. T. L. Willson, discovered a method of making calcium carbide by reducing lime with carbon in the electric furnace. When the oxides of most metals, such as iron and copper, are reduced with carbon, the metal itself is the chief product, but in the case of the oxide of calcium and analogous metals the reaction goes a step farther. The metal calcium has such strong affinities that it will not remain in the metallic state if there is anything else with which it can unite. Consequently the calcium instead of remaining in the metallic state unites with some of the carbon which is present and calcium carbide is formed. This consists of one atom of calcium to two of carbon.

The process by which the commercial product is obtained is a development of the past few years. A mixture of coke and a reasonably pure quality of quick lime in the proper proportions are ground to a powder. This mixture is introduced between the carbon electrodes of the furnace and the current is turned on. Mr. Willson uses a current of about fifty-five volts with electrodes of about eight square inch surface; 1500 amperes. The heat produced in the process is enormous, being estimated at from 3500° to 4500° centigrade. When it is remembered that steel melts at 1700°C., a dazzling white heat, some idea of the intensity of the heat of these furnaces can be imagined. At this temperature probably the lime and carbon are both fused and in this state combination between calcium and carbon takes place. The furnace is so arranged that the carbide as it forms can be removed from below and a fresh supply of the mixture of lime and coke be introduced from above so that the process is thus continuous.

Mr. Willson's plant at Spray, North Carolina, is the one described, as it was the first one at which calcium carbide was produced. Several plants, however, are now in existence, the principal one in this country being situated at Niagara Falls. The immense water power at command there permits the generation of the electricity required at comparatively small expense, so that calcium carbide can now be obtained in the market for from 3.5 to 5 cents a pound. With a suitable burner acetylene burns completely, emitting an intensely brilliant white light. Its spectrum is nearer that of sunlight than is the case with any other gas. An eminent painter, of New York, has said that "color schemes originated by acetylene light show no perceptible error by daylight." Acetylene on burning unites with the oxygen of the air to form carbon dioxide and water. Like all combustible gases it can form explosive mixtures with oxygen or with air. A mixture of acetylene and oxygen in the right proportions is one of the most violent explosives known. When mixed with air it explodes on ignition much less violently, hardly more so than would illuminating gas under similar conditions, so that it is not to be specially feared on this account. No accident has ever happened from the actual use of acetylene as an illuminant.

One of the chief difficulties to be overcome in the practical use of this gas was the construction of a burner adapted to its peculiarities. Burners now on the market are so arranged that the gas issues in two jets directly against each other, which causes the flame to flatten out and thus renders it more luminous. Just before the gas issues from these jets air is admitted to it thru a series of small holes around the base of the jet. This insures complete combustion and prevents a sooty flame. Acetylene is admirably adapted to the peculiar needs of school buildings as it requires but limited storage room and is easily manipulated. For stereopticon displays it is the most modern illuminant and may be easily transported from place to place.

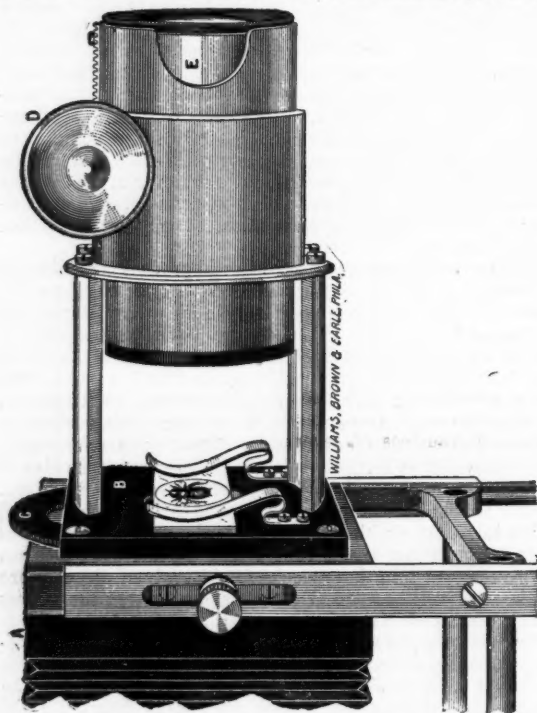
Doors That Coil Vertically.

Flexible doors commend themselves to the wide-awake school board by reason of the simplicity of their construction and operation. Closures of fifty feet are possible, giving a clear uninterrupted space without posts or mullions. The doors are constructed

of solid wood mouldings, connected by a series of concealed interlocking steel hinges which run thru the entire width of the doors and are hung on steel rods. There are no overhead hangers, springs, weights, or cords. The doors are made to coil or fold vertically into a hidden pocket. (Flexible Door and Shutter Company, Worcester, Mass.)

New Magnifying Lantern.

A new mediascope for micro-projection is now in use at the University of Pennsylvania, Johns Hopkins, and other institutions. This projecting lens is specially arranged for the showing of microscopic slides where a medium power is desired. It is equivalent in magnification to about a four-inch microscopic objective, and is intended for showing entire such microscopic specimens as a section of the spinal cord, a complete insect, or a full section of a plant stem. Its name, mediascope, is derived from the fact that it is related to both the projecting



microscope, which is intended to show a minute portion of an object and the magic lantern which is fitted to show an entire object.

It is so arranged that the magnifying power of the lens can be increased or decreased by drawing in and out the telescopic tube carrying the front combination, E. The closer the rear and front combinations are brought together the greater the magnification and *vice versa*. The lens is focussed by means of the milled head, D. The microscopic slide is held on the stage, B, by means of clips, and the amount of light is regulated by the revolving diaphragm, C. This lens can be attached to the front of any magic lantern. The lenses have an aperture of one inch, thus admitting a great volume of light and giving an exceedingly brilliant image on the screen, making the apparatus far more satisfactory for low power work than any projecting microscope. In fact, when using electric light, objects can be shown on the screen with fine effect without darkening the room. (Williams, Brown & Earle, Philadelphia.)

Illustrative Uses of Prints.

The adaptability of photographic prints to school-room purposes is attractively shown in the work of the Syracuse schools. Earl Thompson & Company, of that city, are the publishers of a series of 2,500 blue prints, unmounted and of usable size. These are being presented to the school boards and institutes of the country by Miss Estella M. Bogardus. Her illustrations of their uses have been helpful to many teachers. There are few branches in school work not covered by the prints. Each subject in the catalog has been selected for a purpose. All of the subjects that are not of the classical school have been chosen for Sunday school work or to illustrate a literary masterpiece. For Whittier's "Barefoot Boy," the publishers induced a Syracuse boy to pose for their photographer as the "Little Man." For their "Laughing Brook" they selected a "Ruysdale and Dupre" as illustrations of the poem. Longfellow's "Evangeline," Goethe's "Faust," and other works have been treated similarly.

One characteristic of the Syracuse work is that the children's descriptions are not mere accompaniments of the pictures, but the latter illustrate the text. For correlation in geography excellent examples are to be found in the work done in the Albany normal school by children under Prof. White's supervision. They have taken up Egypt, Greece, and France in a very interesting way. American history has been treated in a series of studies at the Oswego normal school. The teachers of the Brooklyn training school use the prints in their drawing work. The children under Miss Ruth Warner's care have produced very attractive work in illustrated studies of Millet.

The Thompson Company publish a series of nine charts on historic ornament, Egyptian, Grecian, Roman, Saracenic, Byzantine, and Gothic. The charts are made up of the blue prints in both sizes, and are mounted on wood pulp with rings for hanging. This provides an excellent form of school decoration.

To Point a Pencil.

Pencil sharpeners are no longer regarded by the progressive school board as fragile and impractical machines. Recent patents show a marked improvement in simplicity and solidity of construction. The dustless machine now being placed on the market by J. M. Olcott & Company, of New York, is a step in advance of their previous designs. This device may be placed on wall or table, weighs but five pounds, and resembles in appearance a bicycle lamp. Inclosed on all sides by closely fitting steel plates, it is practically dustless. The debris is removed by means of a small drawer at the base.

With ordinary care the "Jupiter" pencil-pointing machine, manufactured by Favor, Ruhl & Company, of New York, will last a lifetime. As the cutting-wheels are made of the best quality steel they do not often require sharpening. The cutting wheel is made reversible so that when one side becomes dull the other side may be used, after which a new cutting wheel can be supplied or the old one sharpened at small expense.

The double planetary system of pencil pointing saves the cost of the machine in the saving of lead. Its manufacturers, the A. B. Dick Company, of New York, declares that the double planetary motion of the cutters prevents the breaking of the points. The public school boards of New York, Brooklyn, and Philadelphia have adopted the planetary pencil pointer. In the Freeport, Ill., schools both lead and slate pencils are sharpened in this substantial machine.

Teaching more than Writing.

Several new, original, and practical features mark the University Series of Vertical Writing Books, issued by the University Publishing Company, of New York. The small and large books form one continuous series. The first large book is an advance number and does not repeat the work of the first small book as is sometimes done. No word in any copy begins with a capital letter unless a capital is required by correct English custom. In this way pupils will learn how to use capitals as well as to form them. Since children in the primary and lower grammar grades spend from one-tenth to one-sixth of their school time writing in their copy-books, the author has deemed it wise to select copies that will afford good drill and at the same time teach some important facts. The value of these copies does not consist simply in the twenty-four facts presented in each book, but in the curiosity, inquiry, and investigation aroused.

Guarding Against Wear and Injury.

The use of the Mason Safety Tread is specially applicable to school buildings, where the wear upon the stair treads is so constant. Those familiar with the condition of the school-houses in our larger cities know that the stairs in most of them, if of iron, are worn to a dangerous polish; if of wood, marble, or slate, they are worn in hollows far below the original surface and shelving at the edge. The Mason Safety Tread has been used in many places for repairs on such stairs, and architects are now placing it in many new school buildings. The great durability of the tread is due to the firmness of the steel ribs which take the wear. Its quality of safety comes from the lead, which is non-slipping, and is protected from rapid wear by the steel. For school-houses, the six or eight-inch width, without nosing, is generally used. Boston has recently equipped the stairways of eight new buildings with this admirable device. (American Mason Safety Tread Company, Boston.)

The renowned house of Novello, Ewer & Co., publish an excellent collection of action songs, unison songs, duets and trios for treble voices. The series is edited by W. G. McNaught, and is published in two forms: Voice parts in staff and tonic sol-fa notation with pianoforte accompaniment and voice parts only in tonic sol-fa notation. Circulars may be had from the New York office, 21 E. 17th street.

The Educational Trade Field.

Booksellers Bound by Oaths.

A contributor to the *Echo de Paris* has discovered some curious facts relating to the early book trade in France. The booksellers were not accustomed to "stock" books as is customary to-day, but sold them on commission. Before opening shop they were obliged to appear before the university authorities and take the following oath: "You swear that you will faithfully receive, keep, expose for sale, and sell the books entrusted to you. You swear that you will neither suppress nor hide them, but will display them at times and in places where they are likely to be sold. You swear that, if you are asked to quote a price, you will in good faith fix such a price as you would accept for yourself in case of need. You swear finally that the price of the book and the name of the owner shall be exhibited in every volume."

These books of the fourteenth century were, of course, manuscripts and some of the booksellers were licensed victualers as well.

Publishing Activity in Washington.

Uncle Sam has become in his unpretentious way one of the largest printers and book-binders in the world. His new printing office will cost more than \$2,000,000. Steel columns to the number of 370 will enable the floors to sustain a load of 85,000,000 pounds. In a printing office it is the piles of paper and bound books which weigh most heavily and not the machinery.

There is a growing tendency on the part of the government to exercise a more paternal care over its people. The government now runs several dailies. One is made up of consular reports, issued each business day in the year, mainly for the benefit of manufacturers and jobbers who seek the export trade. During the session of Congress the *Record* is published each day, and various statements go out from the treasury department almost daily. The scientific bureaus and the agricultural department are voluminous publishers. In map making and illustrating the publications of this government excel those of any other. Some of the best text-books in international law, in finance, in forestry, and in agricultural science are published by the United States in Washington.

Kindergarten Exhibit at Paris.

The Milton Bradley Company have accepted an invitation from the American commissioner of the educational exhibit at the Paris exposition to furnish an exhibit of their education material and appliances. The invitation was accorded to this firm in consideration of their wide reputation, the plant being the largest of its kind in the United States. Their display in Paris will be the only official representation of kindergarten supplies from this side of the water. Being entered in this way the exhibit will be more scientific than commercial. It will be used to supplement the exhibit made by a few schools of the country, illustrating the highest development of our kindergarten system in the public schools.

Sample copies of their monthly magazine, *Kindergarten Review*, will be widely circulated at the Paris exposition. Accompanying the exhibit there will be sent a special Paris exposition edition of 10,000 copies of a pamphlet entitled "A Plain Talk About the Kindergarten."

The kindergarten schools of New York city, Boston, Philadelphia, St. Louis, Chicago, and Washington are supplied by the Milton Bradley Company, and the schools in many other large cities are extensive patrons of the firm.

Effingham Maynard.

The president of the publishing house of Maynard, Merrill & Company, Mr. Effingham Maynard, died suddenly on November 19, at Saratoga Springs. Mr. Maynard was born in Oxford, Mass., and in early boyhood went to Worcester, where he was employed in a book shop. Circumstances made it possible for him to enter Dudley academy, where his quick mind and unceasing industry, caught the attention of Mr. Bates, the master of the academy. When the young man was ready to leave school life his master secured him a place with Clark, Austin, Smith, general publishers in Park Row, New York. In a few years Mr. Maynard obtained an interest in the firm and by the successive retirements of Mr. Smith and Mr. Austin, the firm title became Clark & Maynard.

This firm, turning more and more into the educational field, became the Eastern depository for W. B. Smith & Company, of Cincinnati. In 1889 Mr. Clark retired, and the firm name of Effingham Maynard & Company was adopted. In 1893 a consolidation was effected with Chas. E. Merrill & Company, and of the new house Mr. Maynard became president. He was successful in many of his undertakings as a publisher and citizen throught his long life of seventy years.

Keeping Track of Events.

The movement of current history does not outstrip the house of Rand, McNally & Company. War is scarcely declared in South Africa before their map-makers are engaged in tracing lines and blocking out contours from the latest available data. Their maps showing the seat of war in South Africa were the first to claim the attention of publishers. Schools could use to excellent advantage the sheet map of the two wars issued for newspaper purposes. One side shows an attractive colored map of the Transvaal, Orange Free State, Natal and Cape Colony, with railroads corrected to date and in much detail. The other side shows a map of the Philippines and Luzon, indicating all the points where our troops are at work. "The business man's pilot" is a terse description of a new Rand-McNally atlas. Of the densely populated and commercially important states and Canadian provinces, the maps are 21 x 28 inches in size. They show county lines, all post-offices, and every minute point blessed with a name.

Electric Time Dials.

Prin. E. H. Russell, of the State normal school at Worcester, Mass., has issued the following note of appreciation: "After some investigation, we decided to employ Messrs. Blodgett Brothers & Company, of Boston, to install an electric time service of 22 dials for this school. The work was completed in July last, since which time we have had results that leave nothing whatever to be desired. Every dial has worked perfectly and the regulator has been accurate. This covers a period of six months, during which our janitor has been the only person we have had to keep the apparatus in order. I ought to mention with appreciation the skill and courtesy displayed by every person representing the above firm whom we have to deal with."

Petroleum Oil Underfoot.

For school-room floors deodorized petroleum oil is being used as a preventive of rising dust. The success attained with this oil on the road-beds of several important railways, and on the highways of Southern California has led to its application to floors over which a large number of people pass daily. The unpleasant odor of crude petroleum is removed by a simple process and the oil is applied in a fluid state, preferably on a warm day.

The room may then be swept without unpleasant results, the oil having filled the pores of the wood. Such a treatment each year will, according to its advocates, solve a problem in school management.

The Deserted School-House.

By EDWIN RUSSELL DICKINSON.

Charley, they've left the old school-house,
Where we sat so long ago;
And they've built one new and stately
Where the tallest oak-trees grow.

It's the pride of all the village,
With its tower high and grand,
And its great bell gladly ringing
Golden music o'er the land.

But I love the old one better,—
Swaying in the winter's strife,—
For like me it's old and battered
By the wintry storms of life.

And I'm sure you love it, Charley,
Tho its roof is sinking low,
For 'twas there we sat and studied,
More than sixty years ago.

And I love to go at evening,
As grows hushed the village noise,
And sit beside the desk again
Where we sat when we were boys;
The desk on which we carved our names,
In those idle boyhood hours,
When life's sky seemed fair and bright,
And its pathway, strewn with flowers.

Some day when the gusts of winter
Blow around its shrinking form,
The old school-house so worn and dreary
Will yield at last unto the storm.

Some day when the leaves of autumn
Fall around us thick and fast,
And the storms of life blow fiercely,
We shall sink before its blast.

Notes of New Books.

John Selden and his Table Talk, by Robert Waters, is a sympathetic study of a wise Englishman now almost forgotten. Selden was as homely and direct in his speech as Benjamin Franklin and a generation wise in its own conceit may well heed these kindly voices from the past. Mr. Waters is a painstaking editor of a somewhat difficult text; it covers a long period in English history, for Selden lived thru the reigns of four kings—if Cromwell, the last of these, be so classed. The *Table Talk* throws light on that whole period of storm and stress in England. The supplementary chapters tell of by-gone table-talk books, of the career of John Selden, the origin of his table-talk and the secret of its popularity, and of the closing year of Selden's life. (Eaton & Mains.)

A little reading in the professional line will not be amiss for the teachers during the holiday season especially if it is a book by such a well-known and experienced educator as Sarah Louise Arnold. *Reading: How to Teach It*, is the subject she discusses. In these pages she has sought to interpret and dignify the commonplace routine, to help teachers to appreciate the true import of the familiar task of teaching children to read. The points she makes are very practical, as one would expect from a teacher of such a wide experience. (Silver, Burdett & Company, Boston, New York, and Chicago.)

A Course in Argumentative Writing, by Gertrude Buck, Ph.D., of Vassar college, is the product of certain beliefs concerning argumentation, which, tho perhaps not wholly novel, have as yet found no recognition in the literature of the subject. These relate to the employment of the inductive method to argumentation. The student is not asked to accept certain logical formulæ on the authority of the text-book or teacher and apply them to his own writing; but first to quarry out these formulæ from his own writing and then to use them for such modification of that writing as may seem necessary. He deals not with dead products of other people's labor, but with the fruits of his own first hand observation and thought. From the conviction that the student should formulate his own principles of argumentation follows the second article of faith—that the subjects set for argument and the material used for analysis should not be remote from the student's interests, but interwoven with his daily experiences. The third canon of the author, on which the book is based, is that the logical basis of argumentation should be ultimately referred to psychology. Each argument is referred not only to its logical, but to its psychological antecedent, so that the maxims and formulæ, usually regarded by the learner as malign inventions of Aristotle, represent to the student the ways in which people really think. (Henry Holt & Company, New York. Price, 80 cents.)

A book for teachers and parents is entitled *Boyhood; Plea for Continuity in Education*, by Ennis Richmond. It discusses religion, unselfishness, cleanliness, chivalry, greediness, temper, manners, waste, truth, obedience, punishment, and mother-love. The discussions are earnest, temperate, and practical. (Longmans, Green & Company.)

Natural Science.

By L. F. GRIFFIN.

Two booklets on *Practical Physics* and two on *Chemistry* have been prepared by Henry Hills for use in school work. They are arranged for first and second year respectively. They consist simply of lists of experiments in physics and chemistry and are the outcome of many years of experience in teaching these branches of science. The experiments are practicable and interesting and are so graded that they can be performed by young students. It is the plan of the author that the question should be cut out and pasted at the top of the page in the pupil's note book above the report of the experiment. For this reason the printing is on but one side of the leaf. (George Philip & Son, 32 Fleet St., London. Price, 6 d. net.)

Laboratory Exercises, with outlines for the study of chemistry to accompany any elementary text, by H. H. Nicholson, professor of chemistry in the University of Nebraska, and Samuel Avery, professor of chemistry in the University of Idaho. This little manual is an excellent handbook for a brief series of laboratory exercises in chemistry. The experiments are well selected, and the directions sufficiently full to enable the ordinary student to do his work mainly by himself. It proceeds wholly upon the plan of induction, results being secured from the experiments, the student being then led to gather general laws from a comparison of these results. (Henry Holt & Company, New York. Price, 60 cents.)

The Teaching Botanist: A manual of information upon botanical instruction, by William F. Ganong, Ph. D., professor of botany in Smith college. About half of this book is filled with discussions upon the proper place and worth of botany in a scheme of instruction, and the most important ends to be secured. The author holds that a clear understanding of the arrangement and functions of the essential parts of the plant is of the highest value, and he would have this followed by the largest possible amount of determination of the relations of plants to other forms of life. Making collections, and plant identification should hold a distinctly subordinate place. The latter part of the book gives a series of laboratory exercises beginning with the parts of typical seeds. After their parts are learned, their use is determined thru the process of germination. Plants are to be studied entire as they grow. Then the process of flowering and fruiting is determined from the flower and fruit themselves. (The Macmillan Company, New York. Price, \$1.10.)

Mathematics.

By E. P. TAPLEY.

A little volume, by a practical teacher, on *Inductive Geometry* merits attention: he not only writes but publishes the book. Prof. C. W. Fowler, of the Military Institute at Lyndon, Ky., felt as—what teacher has not—that geometry is poorly taught. He would get a compass (should it not be compasses?) ruler and paper and set the pupil to *doing geometry*. His ideas are perfectly just and he is to be commended for urging this mode of learning geometry. The directions he gives stamp him as a man of the "New Education." The book is a self-teacher; no teacher is needed.

Prof. Wentworth has recently issued a revised edition of his *Solid Geometry*. It is an admirable successor to the new edition of the plane geometry. One of Prof. Wentworth's strong points consists in presenting the truths of this abstract subject in a sufficiently attractive form to arouse interest rather than indifference or aversion in a student. Woodcuts are placed by the side of the ordinary diagrams for propositions, thus giving a clear idea of the figure, and cultivating a correct geometrical imagination. The numerical exercises and theorems for original proofs are many and well selected. (Ginn & Company, Boston and New York.)

The Complete Arithmetic, by Frank H. Hall, is a volume of 446 pages; it has three parts. The first part, 149 pages, is made up almost wholly of problems which aim to employ the thought power of the pupil; in these simple numbers, common fractions, decimal to denominate numbers, measurements, ratio, percentage are treated; a page to each in successive stages, passing from simple to difficult operations. Then a review is made in which all the seven operations are mingled.

Part second presents numbers under the general heads of addition, subtraction, etc., but algebraic addition, subtraction, etc., are introduced as well as decimal and denominate, that is, addition is treated generally.

Part third presents denominate numbers, and short methods, and miscellaneous problems.

This description shows the work to be an original one. Its chief merit is found in the careful grading of the examples; no book surpasses this in the painstaking which marks the first 151 pages. The ideas underlying that part are just and in consonance with the best pedagogic thought. The old idea of studying addition until its intricacies were wholly mastered, then taking up subtraction and so on, has been exploded, and we are glad to see the courage with which the author develops the better idea of presenting all the seven subjects at once.

The selection of problems shows the hand of one who understands youthful minds. The whole make-up of the book fits it for school-room purposes, and it cannot fail to be popular. (Werner School Book Company.)

The Open Court Publishing Company of Chicago have recently issued an attractive little book on *Differential and Integral Calculus* by Augustus De Morgan, author of "On the Study and Difficulties of Mathematics." This treatise was originally a part of the Library of Universal Knowledge, but its present form it is destined to have a wider circulation among those who need its help. A person commencing the study is usually introduced to new processes, principles, and symbols at the same time and in such numbers that the result has been a great confusion and discouragement. This author undertakes to solve some problems by common algebraic methods, thus presenting only one new symbol at a time. The main difficulties are discussed in connection with very clear practical illustrations,

giving a clear perception of the aim and fundamental principles of the Calculus and smoothing the way to a more advanced study of the subject. (Open Court Publishing Co., Chicago.)

History, Biography, Civics and Sociology.

By W. E. CHANCELLOR.

Historic Americans, by Elbridge S. Brooks, is a good book for children, and for their elders also. It is a series of twenty-six sketches, beginning with John Winthrop, and ending with U. S. Grant, of some of the most interesting Americans who have been makers of the Republic. Each sketch opens with a characteristic anecdote of the subject, and is followed by a short but discriminating review of the more salient features of his life and character. The great merit of the work is in its happy characterization of its heroes. They are "hit off" as by a mimic, and stand out like real flesh and blood. They are photographic sketches devoid of the perfunctory details of ordinary biographies. The only fault we have to find with the work is that of incompleteness. There should be at least fifty such sketches, and there are many (men and women) omitted who have quite as good a title to be called builders and makers of the Republic, as half of those now in the book. Mr. Brooks would do well to make a supplementary book, and give in it twenty-six more "Builders and Makers of the Republic." (Crowell & Company. Small 8vo. 384 pp. \$1.50.)

Primary History of the United States, by Charles Morris, is a book of the same excellent quality as characterizes this author's larger school text-book upon the subject. It gives in simple narrative the essential features of the record. The story of each chapter turns upon the personal aspects of the events recounted; and the constant emphasis upon the heroic men and deeds of American history makes this book certain to interest youthful readers and to impress upon their minds the central facts of our past. The book is unusually well adapted for use in those schools where American history is begun in the fifth or sixth grade as a reading lesson and basis for composition work. Nearly two-thirds of the two-hundred and fifty pages are devoted to colonial times, and in these the author shows that his scholarship has not confined him to political affairs but has led him to a wide knowledge of literature and of economic science. The treatment of our national period is equally unconventional and successful. The author demonstrates in language easily within the mental range of boys and girls, the economic, social, and personal forces and traits of Americans which have led us to the settlement of this vast territory, now ours. The book is of the kind, now increasing in numbers, which show a just appreciation of what the subject of history really is and an equally just appreciation of what school-children need to know and have the power to learn of the subject. The publishers, too, have remembered the nature of the desired readers of the work, for the type is large and the impression clear and black. The new education must make use of all such work as this, so well calculated to stimulate the historical imagination. (J. B. Lippincott Company, Philadelphia.)

The Growth of Constitution, by William M. Meigs, is a book which meets a need. The subtitle explains the need:—"an effort to trace the origin and development of each separate clause from its first suggestion in the federal convention of 1787 to the form finally approved." The work is authoritative, and as such demands a place in the library of all students of American history, for there is no other publication upon the subject, and the subject is one of surpassing importance. The author of the treatise has made far more than a compendium of facts; he has written a genuine example of historical literature, full of human life and of human interest. He tells the story of the five months of the session from May to September and of the ideas, passions, compromises of the various men who met in Philadelphia in 1787 to draw up the fundamental law of the great nation yet to be. The reader who expected to find political and legal facts finds these and more, he finds a competent and entertaining interpretation of how the facts were caused. He sees the constitution grow out of men's thoughts, hopes, desires, into juristic and literary form and body. He has the pleasure and the profit of seeing a marvelous political machine made and put together. To him the constitution has become something like what it must have seemed to be to the very makers of it.

This *Growth of Constitution* is a great and important work, but it does not occupy the entire field into which it enters as discoverer. Clearly we need another treatise which shall show us the historical origins of some of the great principles framed together by the men of 1787 into this constitution which, incarnating the soul of Americanism, has made and preserved the United States as a nation. It is not enough to know that one and another article of the document was presented in its first form by Randolph or Pinckney, re-written by Gouverneur Mor-

ris or Madison, and put in its final form by Hamilton or King. The world of scholarship will soon be asked by the world of politics, to which with every decade the constitution of the United States grows increasingly important, to relate the earlier forms and the historic sources of representative republicanism, of the legislative, executive, judicial balance of power, of the doctrine of powers reserved to the states. We have had several constitutional histories of our nation. We now have a history of the making of the constitution. The record will be complete with an exposition of constitutional origins.

It is a question likely to occur to any reader of this admirable book why there is no list of the members of the convention, with memoranda of their states. We hear only of the notables. The lesser men, even the least men, of this epoch-making, nation-forming body were of sufficient importance to deserve at least the credit of being named in the membership roll, without which this particular book is not complete. At this hour it may be impossible to secure sufficiently authentic data to warrant pen portraits of all the members. As the author himself says, the personal facts are not likely ever to be known now in any great detail; but more can be done to develop the personalities of our political forefathers than is here attempted. When we read, "Some few of the members strike me as weak, petulant, difficult, striving to keep themselves right with the public, while others were most earnest at the work in hand," we would like to know more of the personal facts which the author himself evidently does know. (J. B. Lippincott Company, Philadelphia, 374 pages, 8vo.)

Colby's *General History* is a new book upon old lines, and is as good as its predecessors of the first repute. It is peculiar in two respects, in omitting the treatment of American history, and in giving about one-sixth of its space to one century, the nineteenth. These two points are certainly interesting, and much can be said in favor of our author's course, which in general emphasizes Europe in the Christian era rather than the ancient world and our own land.

The author's definition of history is given in this sentence, the first in the book:—"History is the record of past events in the life of mankind." The definition is unsatisfactory, for history is both less and more than a record of "past events." The older definition of history as "the record of human progress" may not be satisfactory, for history cannot ignore the decline and fall of nations; but it does indicate the purpose of history which is to record only those events, institutions, and forces which make for or against the welfare of communities of men. In point of fact the author understands this, and has made a book of history in which the importance of various events, institutions, and forces is duly indicated by the varying emphasis placed upon them. He has written a truly "general" history, not merely a political interpretation or military narrative. His style is compact and clear, eminently suited to the classroom.

This book is especially adapted for study in those high schools and academies where general history is offered as the earliest history course, preceding English or French history, civil government, Greek and Roman history, and American constitutional history. The language employed and the nature of the exposition of the various topics fit the work unusually well for boys and girls whose range of historical knowledge includes only the United States and whose minds have not yet undergone the discipline of two or three years in the ancient or modern languages.

The illustrations are both apt and artistic. (Small 8vo. 611 pages, American Book Company.)

Classic Languages.

The Second Year Latin Book, edited by James B. Greenough, Benjamin F. D'Ooge, and M. Grant Daniell, is intended to follow any first Latin book, and is adapted to the wants of the pupils who have some little knowledge of the inflections and of the easiest constructions. It embraces some ninety pages of easy Latin, followed by selections from Cæsar's "Gallic War" (about equivalent in amount to the first four books) making along with the beginner's book a sufficient course in Latin for two years. It is hoped that thus a somewhat freer and wider course may be found for young students than the unvaried reading of Cæsar's Commentaries. In order to give a slight hint of the poetic literature of the Romans, about ten pages of easy poetry have been included. Among the shorter in the selections are extracts from Pliny the Younger, Cicero, Valerius Maximus and other ancient writers. To these have been added three stories from Erasmus, who may almost be regarded as a classic author. Other choice selections are also included. There are oral exercises for turning English into Latin in the form of question and answer, and some exercises for written and oral translation, founded on the miscellaneous matter. (Ginn & Company, Boston.)

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING DECEMBER 2, 1899.

Leadership in the Superintendent.

Leadership is essential to success in an educational office. The teacher must be the leader of his class, the principal ought to be recognized as a leader by his teachers, the influence of the superintendent should be felt in the shaping of the educational life of his community. In the superintendent's case, lack of initiative and power of direction prove an almost insurmountable barrier to achievement. Many a useful lesson may be drawn from the careers of such men as Superintendents Hughes, of Toronto, Soldan, of St. Louis, Griffith, of Utica, Balliet, of Springfield (Mass.), Denfield, of Duluth, Greenwood, of Kansas City, Gorton, of Yonkers, Kratz, of Sioux City, Evans, of Augusta (Ga.), Phillips, of Birmingham (Ala.), and others in towns large and small, whose names stand for leadership in educational endeavor.

The point in mind is well illustrated by the experiences of two superintendents in communities not far from New York city. Both have risen to considerable importance by breaking away from the tradition of their immediate predecessors, in that they simply attempted to lead the body of teachers over which they were placed, and let politics and politicians alone.

One of them succeeded a superintendent who used to go about complaining that the board of education continually thwarted his best efforts and he felt obliged (so he said) to consult with the political members whenever a teacher was to be appointed. When his term of office expired it was hinted to him that he would not be re-elected and that the board would give his place to someone else. The reason put forward was that "he didn't seem to know whether a thing was best or not." This instance was cited: A prominent local club had discussed the desirability of physical training in schools. The superintendent called the attention of his board to the fact and asked whether it would not be well to introduce the subject. He was not prepared to bear testimony to the need of the new departure, he was merely looking for a clue to the opinions of the board. The kindergarten came up and was disposed of in a similar way.

His successor was not a man of greater intellectual caliber but he made his principals and teachers his allies; he held meetings and brought up for discussion subjects presented in current educational journals. He laid particular stress on reports and notes of new departures in teaching and school management, and pointed out their *rationale*. His corps of teachers were so made to feel the practical meaning and importance of educational foundation principles that the board of education soon became aware of the fact that their superintendent was an expert in his chosen vocation and possessed the ability to carry his teachers with him, without disturbance, the great bugbear of politicians. He has become in a short time master of the situation.

The chief difficulty that confronted the other superintendent was the removal of the unfit from the teaching force, persons who had grown rusty in lifeless routine. He knew that the board would oppose the discharge of

any teacher with "influence" behind her in politics, society, or church. He also held regular teachers' meetings and by winning the majority of his assistants for professional improvement, he drew a dividing line between the progressive and the non-progressive. The most devoted workers received the first consideration in promotion and other honorary distinctions. Regular reports were submitted to the board, emphasizing every indication of progress made in the teaching service. In this way the members were unconsciously trained to regard merit as the only just basis for reward. The cases of defective teachers were discussed in executive session, the superintendent cautiously suggesting that transfers might stimulate the laggards to new endeavor. Thus an interest was secured in the need of the continual self-improvement of teachers. When all means to qualify a teacher for her work had failed, the superintendent laid the matter before the board and recommended dismissal. This was done in writing in order to compel the board to take official notice of it. Whatever the outcome might be, he had done his part and the board was made to assume responsibility for the unfit. By this cautious but firm method of procedure the superintendent soon established his leadership, and the former political atmosphere of the school department was changed to an educational one.

The efforts for unification in the state direction of public instruction in New York will eventually be successful. Governor Roosevelt's special committee has reported a plan which contemplates the election by the board of regents of a chancellor to be the chief executive officer of the board. Under the chancellor there are to be four departments, each with a director, including a department of public education to have charge of all tax-supported schools; a department of higher education embracing colleges, universities, and private schools; a department for libraries, museums and universities, and a department for business administration and law.

The next step planned by the advocates of school reform to perfect the organization of the public education system of New York city is the abolition of the various borough boards. There is to be instituted one central body, with local superintendents subject to a general superintendent. This change was suggested by Dr. Maxwell in his recent report which created such stir. Dr. Nicholas Murray Butler is again the leader of the movement and an aggressive campaign may be looked for. Chicago's intrepid superintendent would like to see a similar movement carried into effect in his own city. Centralization of power and responsibility is the order of the day, and the new propositions will appeal to many who are dissatisfied with the present unsettled state of things.

Under "Educational Outlook" will be found a very suggestive sketch of plans for parents' meetings. Superintendent Eggleston, of North Carolina, sets aside a certain time every month for "parents' day." This special occasion is arranged as a means of showing the regular work to the parents. Superintendents and others who have been successful in conducting parents' meetings are requested to communicate with the editor of THE SCHOOL JOURNAL concerning their plans.

The Busy World.

Luzon Insurrection Probably Ended.

The forces of Gens. MacArthur, Wheaton, and Lawton have succeeded in scattering the insurgents in the island of Luzon, and they now occupy the line of the railroad to Dagupan. Several of the members of the rebel cabinet have been captured and the insurgent forces are widely scattered. Aguinaldo, by some means, managed to escape.

Now that the United States seems to have full control, what will be done with the islands? Admiral Dewey advises that Subig bay be used as a naval station. It will be a convenient point from which to watch the moves of the great powers in China. Our government has notified the powers that it expects them to grant equal trade privileges in that great empire.

Campaigns in South Africa.

A recent dispatch from Ladysmith, Natal, says that the garrison has plenty of both food and ammunition, and, tho cannonading by the Boers continues, it causes comparatively little inconvenience. Gen. White repulsed the Boers in two fierce fights on November 15 and 16. The Boer dead, it is said, numbered hundreds, while the British loss was comparatively small.

The arrival of the British relief column at Estcourt has completely modified the plans of Gen. Joubert, who moved to the south to prevent a junction of the two British forces. Lord Methuen's column for the relief of Kimberley, consisting of about 9,000 troops is now moving towards that place. The British plan of campaign will evidently be of a threefold nature—from Durban thru Estcourt on Ladysmith; from De Aar on Kimberley, and from East London in the direction of Queenstown and Burghersdorp.

A force under Gen. Methuen lately came in contact with a strongly entrenched army of Boers at Belmont, about fifty miles south of Kimberley. The Boers held their positions with great stubbornness and splendid courage. Their position was shelled by the artillery and then the British infantry and cavalry charged, driving them from their positions. The Boers were subsequently defeated at the Modder river. Gen. Methuen was slightly wounded.

In Natal the recent operations have not been of a decisive character. Boers have penetrated, even beyond the Mooi river, but are retiring before the relieving force sent by Gen. Buller. At Beacon Hill a British force under Gen. Hildyard attacked the Boers at night and forced them to retreat. The force detailed for the relief of Ladysmith is said to number about 17,000 men.

British Victory in the Sudan.

Gen. Kitchener has just reported that his army lately met the Khalifa's force in the Sudan and won an overwhelming victory. Most of the dervish army was captured and the Khalifa killed. Osman Digna escaped. It is believed that hereafter the dervishes will not be able to make a serious resistance, and that the Sudan may now be declared open.

The Transvaal Dispute

John Henry Hammond, an American engineer, fully posted concerning the dispute says: "When the Uitlanders went first to the Transvaal the laws were liberal; as they increased in numbers the laws were changed; that they own half the land and pay nine-tenths of the taxes; that the highest court is not allowed to judge of the constitutionality of laws passed by the legislature; that judges are removed without trials; that Uitlanders have their property confiscated and are banished without trial; that only Boers can sit on juries; that policemen can break up meetings on their judgments; that not only is a residence of fourteen years required to become a citi-

zen, but permission in writing of a majority of the Boers in the ward; even then the president may object.

Death of Vice-President Hobart.

Vice-President Garret A. Hobart died at his home in Paterson, N. J., November 21, after a lingering illness. He had served two terms in the New Jersey assembly and also as speaker of that body; as member of the New Jersey senate from 1877 to 1882, being president of the senate during 1881 and 1882, and as New Jersey member of the Republican national committee.

On account of his success as a party manager, Mr. Hobart was given the nomination for vice-president in 1896. As presiding officer of the senate he won great popularity for his ability and genial disposition. It was his conviction that a vice-president should not go away from the country during his term, else he might have obtained relief at the mineral springs of Germany, Austria, or France. Hence he bravely stuck to his post until obliged to retire. The president and cabinet attended the funeral November 25.

Bubonic Plague in New York.

The steamer J. W. Taylor, which arrived at New York on November 18 from Santos, Brazil, brought two cases of the bubonic plague. The health officials of New York, however, were on the alert, the infected persons were taken to Swinburne island and the remainder of the crew to Hoffman island, and the ship was kept from the wharf on account of the rats aboard that might spread the disease.

It is curious that the disease should reach New York from an obscure South American port, after the health officials had been giving their attention ever since the outbreak in Bombay three years ago to ships and cargoes from India, Egypt, and China. There is no occasion for alarm, however, as New York is a clean place, comparatively speaking. The bubonic plague is essentially a filth disease, and it could not obtain the hold here that it did in the slums of Bombay and Hong Kong. Again, for some mysterious cause, Americans and Europeans, especially if well fed and nourished, are almost entirely exempt from it.

The Hospital Ship Maine.

The last installment of the American personnel of the hospital ship Maine, which the Association of Women of America in London, represented by Lady Randolph Churchill, is sending out to South Africa, sailed for London recently. These nurses were selected by Mrs. Whitelaw Reid, and several of them have seen service in the Spanish-American war. The expenses of the hospital ship Maine are to be defrayed by the money raised by the committee of women of American origin in London.

Guncotton Destroyed the Maine.

Naval offices in Havana, it is said, have discovered a clue to the blowing up of the battleship Maine. After the Spaniards left, some cases of guncotton were found that had been sent to the Spanish admiral for mining the harbor. Two of these were empty. The investigators found that the conspirators had used a Spanish launch to place the torpedoes in the harbor. When the ship swung around with the tide they were exploded.

Smokeless Powder Factory.

The navy department is erecting extensive buildings for the manufacture of smokeless powder, a few miles back from the Potomac river near Indian Head. When the factory is in full operation it is expected that 2,000 pounds of smokeless powder will be produced daily. The different processes will be conducted in different buildings so as to reduce the chance of explosions. The opening of the buildings will mark a distinct departure on the part of the government. Heretofore all the supplies of powder have been drawn from private sources.

The Educational Outlook.

Plans for Parents' Meetings.

DES MOINES, IOWA.—A bulletin has been recently published for the Iowa Society for Child Study by the department of public instruction. The work of the past year has been carried out along the lines suggested by three recommendations: (1) That the society appoint one or more members to prepare an outline on how to organize and conduct parents' meetings; (2) that some members be selected to prepare a circular from a practical standpoint on the prevalence of defects of sight, hearing, and other physical defects, with practical tests for discovering these defects; (3) that the society select a committee to prepare a course of reading and study along child study lines, suitable for use in city and country teachers' meetings, reading circles, normal classes, and private reading.

HOW TO CONDUCT PARENTS' MEETINGS.

The report of the committee on parents' meetings is to this effect: Experience has shown that afternoon is the best time for holding parents' meetings, beginning at 3 or 4 o'clock, and continuing about one hour. Short meetings held three or four times a year are preferable to one longer session. Meetings should be held in every school building and in one room unless attendance be too large, when they can be held simultaneously in several rooms. Evening meetings have also proved successful, especially in getting out the fathers. A large central room should be secured for the evening meetings and a more formal program presented.

Teachers should extend either oral or written invitations to all the parents in the ward or district where the meeting is to be held. Invitations need not be duplicated where pupils of the same home are in different rooms. Teachers can contribute much to the success of the meeting thru a careful sending out of the invitations, even in some instances giving a personal invitation. The program for the afternoon meeting should be somewhat informal. Two topics such as these would make a good opening meeting, "What Should Teachers Expect from Mothers?" "What Should Mothers Expect from Teachers?" At least one teacher and one mother should be prepared to open the discussion of these topics. No formal organization need be made for the conduct of these meetings. The principal of the school can easily arrange program, appoint one of the mothers or teachers to preside, or preside himself.

SUITABLE TOPICS.

The topics should be selected with reference to the greatest need in the community, looking to a better understanding of school requirements and their reasonableness. These topics are mentioned as suggesting the direction which discussions in parents' meetings should take. What should teachers expect from parents? What should parents expect from teachers? How many children learn to dislike school? The loss from regular attendance; effects of street education; excuses, why asked for and when valid? How can we make the school-rooms more attractive? How can the schools be made more helpful to the homes? How can the homes be made more helpful to the schools? Influence of home reading; evils of smoking cigarettes; loss thru defective senses; co-operation in matters of discipline; co-operation in decoration of school-rooms; improved methods of instruction, promotions, moral instruction.

Many Iowa communities have successfully undertaken these methods of co-operation. Mr. O. E. French, of Creston, gives to the bulletin these observations as a result of his experience:

Afternoon meetings, while they will not secure a large attendance of men, are more favorable for the ladies, and it is they who are most interested in the schools. The absence of men, too, serves to give greater confidence to teachers, the most of whom are women. Then, too, if school visitation is to be a part of the plan, the afternoon must be chosen. It is better that the plans be outlined and completed by the responsible head of the schools, rather than by a committee of teachers or citizens. A well prepared program of not too great length will serve a far better purpose than will a round table discussion of general subjects. Appointments to places on the program should be made by personal request rather than by written notice, and a definite acceptance should be secured to avoid failure. A newspaper mention of these appointments will not bring out the people; they must receive personal invitations. A mother's heartfelt appeal or her expressions of assurance and helpfulness are worth more here than the addresses of preachers and lawyers, tho both of these can do much to clinch a good thought or to emphasize a truth. The superintendent or head of the schools is the proper presiding officer at these meetings, and his knowledge of prevailing conditions and sentiments should enable him to shape discussions in the interest of his schools and toward the end sought in establishing closer relations.

COURSE OF READING.

The committee selected to prepare a course of reading and study suitable for use in country and city teachers' meetings suggest these topics: The brain—its structure, growth, and function; the senses—structure of organs, importance, and function, defects, culture; growth of the body—physical defects and fatigue; care of the pupils health; muscular and motor activity; apperception and attention; symbolism and language; their feelings—their nature and culture; the will; the intellect; habit and character; children's instincts and plays; manners and morals.

Supt. Marble on Vacation Schools.

PHILADELPHIA.—On the evening of the 21st of this month, the first of a series of winter lectures was delivered before the Public Education Association by Asst. Supt. A. P. Marble, of New York on "Vacation Schools." He said that these voluntary associations are a help to boards of education because it is their province to experiment in various directions, which the boards cannot do, and by constructive criticism to introduce into public schools what they have demonstrated to be feasible and useful. The speaker spoke specially of the kindergarten and manual training work. After describing the work of the vacation schools and the day schools in New York, Mr. Marble suggested that these schools not only benefited a few children, but their beneficent influence extends to whole neighborhoods and is directly multiplied tenfold. They benefit the public schools by showing the stimulating influence of play in education, and by experimental work that cannot be inaugurated in a great school system. Vacant lots in cities might, by some equitable arrangement with the owners, be turned into so many little parks where the young children may enjoy the air and sunlight. The school-houses, like the churches, might be used during the vacation as playgrounds for the children in the vicinity. The large investments made in churches should not be used on Sunday only. The many free schools and basements and roof gardens should not stand idle on all but school days.

The Philadelphia successful vacation schools have been carried on longer than they have been in New York, and the association is seeking to enlarge their scope.

New Light on New Methods.

MILWAUKEE, WIS.—Pres. W. H. Elson, of the Wisconsin State Teachers' Association has completed the general program for the next convention to be held here on Dec. 27. By reason of the new life resulting from the modern view of the school as a social institution, the association has come to have an attendance of a thousand teachers at its annual meetings. The program of the coming meeting is expected to offer subjects that are not only interesting in themselves but at the same time reflect this new thought and aim in school work. Among the topics chosen for special consideration are these: Educational value of the hand, The social function of the public school, Agriculture in the schools, The general influence of art in relation to schools and society, What to look for in the study of children, The transportation of pupils at public expense.

Self-Supporting Institute Work.

PITTSBURG, PA.—The teachers of this city will hold an institute Dec. 1 and 2 in Carnegie hall. It is confidently expected that a thousand teachers will be present. The Pennsylvania law provides that teachers who attend institute shall be paid for five days at a rate not to exceed \$2 a day; but Pittsburg operates her schools under a special law, and her teachers not only receive no pay for attendance, but are obliged to furnish the cash necessary to secure their institute instructors, the only help they receive being \$200 a year paid by the state. Yet they provide for themselves quite liberally, as may be seen by the following program for the coming meeting.

Dr. Edward R. Shaw, dean of the New York university, faculty of pedagogy will deliver three lectures on "The Correlation of Studies," with practical illustrations; Editor Geo. P. Brown, of *School and Home Education*, Bloomington, Illinois, will give two exercises on "How to Teach Grammar to Seventh and Eighth Grade Pupils," and one lecture on "The Practical in Child Study;" Dr. John Dewey, of the University of Chicago, will lecture twice on "Psychology of Attention," and also on "Epochs of Mental Development." The music will be the finest ever provided for the Pittsburg institute. Among the soloists will appear Miss Margaret A. Fraser, who has just returned from Europe, and who will at this institute make her debut as a soloist.

Educational System of Hawaii.

WASHINGTON.—The active encouragement of education in our new possessions is urged, and the present educational system of Hawaii commended, in the annual report of the United States commissioner of education for the fiscal year just closed. The Hawaiian system is described as remarkable for its completeness, and it is pointed out that of a total population of 109,020 in 1896, the school enrollment was 14,522.

"It is all-important," the report says, "that in the reorganization of the schools in Spanish countries we do not attempt too much in the way of introducing the English language. All the daily lessons should be given in Spanish, save in the reading of elementary English. If the other lessons be taught in English, it will be just ground for suspicion that the United States purposes to enforce the use of the English language in these territories. The old schools must be revived, and those who have been employed in them must be invited to take up their work again. Spanish teachers may be assisted by superintendents thoroughly acquainted with United States methods.

The report quotes statistics showing that the total enrollment in all schools, elementary, secondary, and higher, public and private, in the United States in 1898 to be 16,687,643, an

increase of almost half a million over 1897. This includes an increase of nearly 4,000 in colleges and universities.

Advance Movements in the Southwest.

ST. LOUIS.—The educational forces of the city are in admirable trim for the winter's work. The managers of the Society of Pedagogy have organized additional sections for the benefit of the teachers who crowd the sections already formed. At a recent session Mr. Schuyler reviewed the pedagogical creeds of Professor Barnes and Colonel Parker, doing this in a most happy way and drawing his hearers to an animated discussion of the new social theory in education. Several instructors from without the city, Superintendent Stevens, of Carthage, Mo., Miss Milligan, of Webster, Mr. John S. Collins, and Mr. Kinkead, of Kirkwood, participated in the work of the society.

The membership of the society is already very large, tho the work has hardly begun. Dr. Arnold Tompkins is to give an evening lecture Dec. 15 and on the following day he will appear before the Herbart club. Plans have been started to secure lectures from Dr. Butler, of Columbia, and Dr. Harper, of Chicago. In January, an illustrated lecture is to be given by Mr. Stoddard, a St. Louis artist, on "Mural decoration," and in February, Mr. Bryan is arranging to give two lectures exhibiting and demonstrating with apparatus, liquefied air, the Marconi wireless telegraphy, and cathode electrical action.

Superintendent Soldan has returned from the East where he attended the meeting of the committee of fifteen on the national university. He comes back full of enthusiasm and ready to use any good thing he has or shall find, but still thinking the St. Louis schools the best in their field.

Superintendent Stevens attended the annual banquet given by the Henry Shaw endowment to florists, gardeners, and horticulturists on Nov. 18. He read there a paper on the possibility and method of beautifying school buildings and grounds by cultivation and horticultural taste and knowledge in pupils and teachers, incidentally giving an account of a remarkable work being done in that direction by certain influences in the city of Carthage.

Teachers are deriving profit and pleasure from the page of *University Topics* published each week by the *Globe-Democrat*. A recent issue contained signed correspondence from the Universities of Texas, Missouri, Illinois, Indiana, Yale, Cornell, Princeton, Harvard, and Wellesley. Information is given relating to William L. Prather, whose recent election to the presidency of the University of Texas has given general satisfaction. Mr. Prather has been one of the leading attorneys of Texas for many years. He has served on the board of regents of his institution and it is predicted that under his direction its growth will be rapid and of the most substantial nature.

Reorganization of Porto Rican Schools.

PONCE, P. R.—The reorganization of the schools of Ponce, Puerto Rico, has been placed in the hands of Mr. Riopel, a graduate of Northwestern university, who was remarkably successful at similar work at Honduras. Before his arrival in October the twenty-two schools of the city were in great confusion and the local board was flooded with complaints of inactivity and inefficiency. Mr. Riopel found the schools scattered in the houses of the different teachers. In three days he had succeeded in grouping the schools in four divisions, and the work of remodeling began at once.

Each of these buildings had been a home and the interior of course had to be entirely reconstructed as each school-room must contain 450 square feet. On the 16th of the month a school of seven rooms was opened, on the 23rd another of five on the 24th one of four, and on Nov. 1, the last of the four groups, a six room building. Dr. Clark, who has general supervision of the island, has received many letters relative to the fine results of these efforts. And the comments locally from the Alcalde and the Ponce newspapers strongly commend the activity shown since the arrival of the new inspector. To them he typifies American methods in school organization.

Zalmon Richards' Career.

WASHINGTON.—Mr. Zalmon Richards was a distinguished citizen of the District of Columbia as well as a zealous teacher until his death in his eighty-eighth year on Nov. 1. He was born in Cummington, Mass., and was a graduate of Williams college. In early life he taught school in his native state and at Stillwater, N. Y., where he served as principal of the academy for ten years. He came to Washington in 1849 and was engaged as principal of the Columbian college preparatory school for three years, and then opened a high school of his own which was continued to the outbreak of the civil war.

Mr. Richards was appointed in 1861 to a clerkship in the United States treasury, until the department of education was established, when he accepted an excellent position therein. His next post was that of district auditor to which he was appointed by Gov. Cook during the latter's term as territorial governor. Mr. Richards served this city for one year as superintendent of public schools, and when the National Educational Association was organized shortly after he was elected its first president. Until prevented by advancing age he attended the annual meetings of the association wherever held. For almost seventy years he worked incessantly in the cause of education.

Chicago Notes.

A company of students from Hampton, Va., will give a series of free concerts in Chicago churches. The program consists of two brief speeches by an Indian and a negro, an illustrated address by the institute's chaplain, and the singing of old-time slave songs by the Hampton quartet. The Indian speaker is the son of one of the most progressive Sioux chiefs, who will tell something of the conditions and needs of his people. One of the school's 900 graduates, Thomas C. Walker, born a slave and trained at Hampton to be a teacher and farmer, will tell the interesting facts of his own experience. The stereopticon will be used to show the institute in its beginning and in its present quarters.

The sixth lecture of the series offered by the University of Chicago for teachers was recently given by Prof. George C. Howland. His subject was, "The Italian novel." "How to Read a Novel" was the subject presented by Miss Maud L. Radford last Saturday.

Maintaining Merit Standards.

A recent scene in the rooms of the school management committee illustrates the feeling existing on the part of the board of education toward Supt. Andrews. When it became evident that the committee would grant six teachers the certificates of elementary school principals without examination, the superintendent rose to protest in behalf of the maintenance of the standard of the schools. Trustee Keating shouted that the committee would have no more of his advice. "The superintendent should speak when he is requested. He is not here to protest. He is not here to command. He is here to obey." This announcement of Supt. Andrews' prerogatives was sustained by the committee, who then passed the measure against his protest, denying him opportunity to explain.

Recommendations Displease Board.

Supt. Andrews takes a middle ground between the present plan and that proposed by the Educational commission a year ago, over which so much feeling was aroused. He recommends: The establishment of four general committees of the board of education, instead of the seventeen at present in charge of the direction of the schools; the lengthening of the superintendent's term of office from one to four years; the re-establishment of the position of assistant to the superintendent, term of office to be fixed at three years; making the superintendent's recommendation necessary for election of principals and teachers and giving him the initiative in suspending and transferring teachers. He should have direction over all school officials, principals and teachers, schools of all classes and their entire educational equipment and apparatus; administer and execute all state laws and city ordinances in relation to schools; grade all teachers in efficiency; make assignments to positions as vacancies occur, temporary and revocable by the board.

The requirements for teachers as recommended agree in the main with those demanded by the present rules. They are: elementary school certificates—four years experience, one year of professional training and study, principal's certificates the equivalent of a course at the normal school, two years experience; manual training school certificates—the equivalent of a course at the normal school, or four years' experience, graduation from a college where one year of pedagogical study has been taken.

This report will come before the board of education at its next meeting. It is not likely that the board as it is now composed will take favorable action. A majority of the members will not commit themselves until they have had an opportunity to hear the arguments of the actively opposed elements. Two members denounce vehemently the proposed "one-man power" and two members believe that the superintendent "knows more about the qualifications of teachers than do business men."

Ungraded School-Room Experiment.

Two ungraded rooms at the Jonathan Burr school are being watched closely by Chicago teachers. Supt. Andrews, Prin. Morse, and the teachers directly in charge of the rooms are united in pronouncing the results full of promise for the future. The Burr school is located in a section inhabited by the very poor. In one of the two ungraded rooms are placed children in their first year of school, who are above the normal entering age and presumably capable of work in advance of the first grade. All degrees of intelligence are represented and the object of keeping them in the ungraded room is to bring them, by special attention, to the point of development they would naturally have attained had they not been kept out of school thru the indifference or necessities of their parents.

If these pupils, entering the school at eight to ten years of age, were to receive at once their classification with those entering at six years they would naturally suffer from this handicap during all their school experience. Under a strong teacher, able to discern and minister to the needs of each pupil, their first year frequently puts them into a position to gain one or two grades—a matter of serious importance where the years of schooling are few, as is generally the case with children of the working classes.

The second ungraded room contains pupils who are from

two to five years older than the average of their grade, owing to handicaps and defects, either physical or mental. Emphasis is placed on manual training, and it is frequently found that pupils are able to work out problems in actual construction which they were unable to solve in a purely theoretical way. Prin. Morse believes that there should be one ungraded room to every 1,000 pupils and that not more than twenty pupils should be placed in this room. He considers the system as beneficial to the abnormally bright as to the specially dull pupils.

Improving the Night Schools.

The night schools are in a flourishing condition. Supt. Andrews has received encouraging reports regarding the character of the pupils from many of the principals, and is pleased to learn that the grade is much better than in other years. "I believe," he says, "that the elevation of the standard of the pupils in the evening schools is due to the broadening of the programs of study which the board has decided upon and which is still under contemplation. I am informed that many of the classes of the high schools have already availed themselves of the extension of the course of study and that there are many pupils who have joined the elementary schools in evident anticipation of favorable action of the board in extending the course of study in these schools."

The superintendent referred to the recent action of the board in adding higher arithmetic, algebra, physical geography, and geometry to the high school course, when classes are desired by fifteen pupils, and the proposition now pending to add American history, geography, elementary science, and single-entry bookkeeping to the course in the elementary schools when requested by classes of twenty-five or more.

Summer School of Medicine.

CHICAGO.—The Illinois Medical college is a progressive educational training school whose summer session has attracted many teachers. Two classes have availed themselves of Chicago's clinical advantages and of the instruction offered by the college. Teachers who are able to leave their schools during the spring and summer months can take up the course. To them this summer school course in medicine comes as an exceptional opportunity.

The aim of the institution is to maintain a standard of excellence that will be above criticism. Its membership in the Association of American Medical colleges is the best evidence that such a standard is being maintained. The success of the summer session in medicine has led to the establishment of departments of pharmacy and dentistry. To these courses women are admitted on an equal footing with men. The work in chemistry, physiology, and botany, planned with the needs of teachers in mind, is of practical character.

Prof. George F. James.

George F. James of Chicago who recently took charge of the class of pedagogy in the state normal school at Los Angeles, Cal., was born in Illinois in 1867 and prepared for college partly at the Illinois normal university and partly in the public schools of Evanston. After three years at Northwestern university he went to Ann Arbor to study philosophy and pedagogy, securing his bachelor's degree in 1886 and his master's degree in 1887, both from the university of Michigan.



In addition to a year and a half of graduate work at Ann Arbor, Professor James spent four years in France, Germany, Switzerland, and Italy, receiving the doctorate in philosophy from the University of Halle in 1894. He enters upon his work in Los Angeles well equipped not only through his advanced studies but also by practical experience in secondary and higher education. He went from the principalship of the Decatur, Illinois, high school to the University of Nashville and has lectured on the history and philosophy of education also in the New York and Chicago universities. Aside from academic connections, Dr. James has done other educational work. At Philadelphia he was for two years secretary for university extension, publishing a handbook on this subject and editing the proceedings of national conventions and other volumes for the American society: in Chicago he prepared for the Educational Commission of that city the report which has received so much favorable notice during the current year.

In and Around New York City.

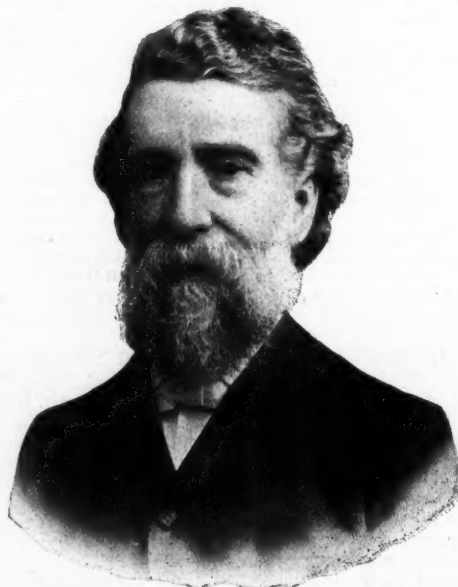
Teachers' Claims to be Pressed.

Queen's borough teachers have discovered that as a result of a recent action by their school board they may have no valid claim against the city for salaries during November and December. The board by passing the proviso "that the auditor of the school board be directed to audit the pay rolls in the sums contained therein, upon the express understanding that such reductions will be made by the school board in the future as will bring the salaries within the appropriation allowed Queens borough," hoped to secure for their teachers the advanced rate for the months past, and expected that when the deficiency occurred the board of estimate would make it good. This the board of estimate has refused to do.

Mayor Van Wyck has pointed out to the Queens school board that this proviso, attached to every pay roll and signed by the teachers, constitutes an agreement between the city and the Queens school authorities that they will not exceed the present appropriation. It is a pertinent question to ask whether the Queens board had the right to bind the teachers in this manner. The latter have in hand contracts calling for the increased salaries and they intend to take action to enforce their claims. They are in doubt, however, as to whether they have a cause of action against the city or against the members of the Queens school board.

Golden Anniversary of Edward Bush.

The dinner in honor of Edward Bush on October 28 was a happy occasion to the many school men who gathered to testify to the work done by the veteran principal. Reminiscences



were contributed by Mr. Bush's associates and to these the latter responded.

"Fifty years ago I was appointed at \$50 a year as junior monitor in a certain New York school to teach the young idea, also to see that the floors, windows, fires, and all the premises were as well kept as a modern janitor can keep them for fifty times that salary."

Supt. Maxwell said in speaking to the toast "The Schools of Brooklyn":

"Fifty years of service in the training of children! And we may all congratulate ourselves and congratulate this city that Edward Bush has come thru all these years of toil, of happiness, and of sorrow, with his eye still clear, his conscience void of offence and with his natural powers unimpaired. I want to say that it was Edward Bush who first got me into the Brooklyn schools."

Tributes were paid by many principals and former pupils to the professional career of Mr. Bush.

The last of the toasts, "The Muse," was responded to by Prin. Charles W. Lyon, Jr., who read a poem written for the occasion, a part of which reads as follows:

"Perchance when roaming o'er some rustic way,
Breathing the fragrance of a summer's day,
The rambler sees a bit of broken ground—
Old-fashioned hardy roses growing round—
And coming nearer he may next decrie
The crumbling fragments of a house close by—
The walls have fallen and the roof is gone,
The roses still, in spite of years, live on
And ever testify the kindly care
Of some fond hand that sometime placed them there.
So the true teacher, when his task is o'er,
Leaves the world better than it was before.
Immortal are the lessons that he gives,

Not measured by his years the life he lives.
Truth, beauty, goodness—these are growths sublime,
Deep-planted, they endure the test of time.

"Here is a man who stands before our eyes,
Above the petty foibles we despise,
To sum it all—the virtues we commend
We find personified in him, our friend—
Fit for his work by God's most noble plan,
Prepared to lead, by being first—a man.
A few short words tell just the way we feel :—
We've tried him and we've found him true as steel."

Dr. Hunter Honored.

The golden jubilee of Dr. Thomas Hunter, president of the Normal college, was celebrated on the evening of Nov. 16. He has completed a half century of educational work, beginning in 1849 as principal of grammar school No. 35 and remaining there until 1870. He then accepted the presidency of the Normal college. Thomas Hunter association united with the alumnae of the college in honoring Dr. Hunter.

The guest in response to many pleasant wishes said, "I am proud of the generosity and broadness of the American people, who did not hesitate to take me by the hand when I landed in this city a stranger with only \$10 in my pocket. I simply did my duty faithfully as far as I was able. I did all I could for the boys committed to my care, as every boy I taught must know. I taught the boys to be manly, courageous, truthful, and the girls too. My idea was that fear is the most demoralizing of the emotions, and with that idea in view I was instrumental in abolishing corporal punishment in the public schools.

Death of Henry P. O'Neil.

Henry P. O'Neil, a veteran New York principal, died on Nov. 24, after a few days' absence from his duties as principal of the boys' department of public school, No. 103. Mr. O'Neil was a graduate of the old New York city normal school. He received his first appointment in 1856 as teacher in public school, No. 24. In 1872 he was appointed principal of No. 23, and a few years later he was transferred to the principalship of a new manual training school at Mulberry and Bayard streets. Here he served till 1896, when he was appointed principal of No. 103, which is to-day considered one of the best equipped schools in the city. In the organization of the manual training course in the city schools, Mr. O'Neil was one of the first teachers in the system to place the work in his school, and he remained an enthusiastic advocate of the principle.

Child Study Discussions.

Dr. James P. Haney declared at a recent meeting of the New York Society for Child Study that every child was born with the art instinct. "The study of art by children does three things in particular. It strengthens the power of observation, cultivates the imagination and provokes the desire for personal activity. Dr. Haney was one of several speakers at a conference held by the society in conjunction with the associate alumnae of the normal college.

Dr. Edward H. Griggs, recently of Stanford university, outlined the relation of the child to the human race by typical instances. Dr. Chas. H. Judd, of the New York university, read a paper on "Mental Development and Movement" and "The Parent as a Factor in Mental Development" was the subject discussed Dr. E. L. Thorndyke, of Teachers college. Associate Supt. Edgar D. Shimer spoke of the coming winter's school work.

At the evening session Dr. Thomas Hunter presided. He commented on the fact that until recently teachers had known little about the child, and referred to the kindergarten as the most beneficial invention of the century.

Dr. Walter L. Hervey discussed in conclusion the bearing of child study on method.

At the meeting of the Society for the Comparative Study of Pedagogy held last Monday, Mr. Will S. Monroe, professor of psychology and the history of education in the state normal school at Westfield, Mass., summarized the results of child study. Taking Dr. G. Stanley Hall's investigation of the contents of children's minds upon entering school, made in Boston, nineteen years ago, as the starting point of the child study movement in America, he traced its development down to the present time and sought to point out some of the results accomplished for education in the more extended study of children. While he emphasized the point that it was yet too soon for any final results, yet he thought it time that some partial report be made of the direction the movement was taking.

Prof. Monroe noted first of all, as a result of the child study movement, keener interest in children as such, and also in their interests. This knowledge of children and what concerns them up to the school age he considered of vital importance to primary teachers, if the child is to be helped in adjusting himself to the school community which is so much more general in its social relations than the family.

A second result noted was that of the causes conditioning excessive fatigue among school children. In no field of investigation has activity been more pronounced. Exhaustive studies in this country and in Europe throw a flood of light on a wide range of subjects touching the physical conditions of school life.

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A third result mentioned was the examination of the subjects of study in elementary schools in the light of the interests of young and growing children, the numerous investigations on such subjects as writing, drawing, reading, spelling, geography, history, and nature study. In closing, the speaker maintained that it remained for pedagogy to adjust and readjust its aims and methods to whatever child study had clearly revealed as true.

Practical School Supervision.

The Educational Council of New York city and vicinity discussed "Practical Problems of Supervision," at its November meeting.

In opening the discussion Supt. Isaac E. Young, of New Rochelle, called attention to the great difference, as regards duties, between the supervising principal and the city superintendent. He said that in every case some plan must be devised for fixing responsibility. There is danger of domination on the part of the supervising principal, that may be a source of weakness, with the result that the individual teachers lose their self-dependence and are weakened thereby. The superintendent should take a careful survey of principals and teachers, and see that each does his own work. The superintendent should not do the work of the principal nor the principal that of the teacher. There is more or less danger of overcommendation, yet the honest word of appreciation must not be omitted. Avoid gush, but find what the nervous, embarrassed teacher can do well and tell her that she does it so. It often happens that the principal or superintendent knows more about a teacher than she does herself. She should be placed where she belongs whether it is her own choice of grade or not. Try to bring out the best in the teacher.

Supt. W. R. Wright, of Nutley, N. J., took up the question from the side of the supervising principal. He said that in the small township which he represented there are five schools and about 700 pupils. He believes that the course of study should be the starting point. The superintendent should arrange this and at the beginning of the year give each teacher an outline of her work, more exact attention being given to the primary and lower grades than to the high school. It is the teacher's work to cover the ground laid out in the course of study. Mr. Wright urged the necessity of personal visits to the class-room. The superintendent should encourage or censure pupils and aid the teacher in every possible way; he must know the work of each grade thoroughly well. He may spend a half or a whole day in the upper grades, or he may follow the grades, as third, fourth, fifth, etc., or again he may follow a study. Mr. Wright believes that the superintendent should very seldom take a class. The teacher has prepared for the day's work and she should be allowed to do it. Suggestions and criticisms should be carefully made, but not in public. Each teacher in his own schools hands in a monthly report of the work accomplished, in a simple form, in order that the superintendent may know just what is being done.

Supt. Deane, of Bridgeport, Conn., was appointed third speaker, but in his absence the discussion was thrown open to the house.

The topic announced for the next meeting was "How Can We Best Teach Children to Study?" Speakers, Supt. Davey, of East Orange; Mr. Walter L. Hervey, of New York; Supt.

C. E. Gorton, of Yonkers; and Prin. Grimes, of Mt. Vernon.

Mr. D. A. Preston, of Brooklyn, said that the principal who can secure the co-operation of his teachers is the successful one. It is very much against a principal that his teachers are constantly being transferred to equal or lower positions in other schools. Mr. Preston believes that going to a class-room and not giving suggestions to the teacher as to how she can improve her work is very unprofitable.

Supt. Davey, of East Orange, said that it is of the first necessity for superintendent and principals to move together as a unit. It should be the ambition of superintendent, principals and teachers together to have the schools what they ought to be. As a result, the superintendent will seldom feel like making any radical change without a careful consultation with principals where all may talk freely. One method employed by Supt. Davey in visiting schools has been the use of a duplicating book; on leaving a room he would place on the teacher's desk one sheet on which he had written comments, leaving the duplicate with the principal. As the school system has grown, he pays most attention at the present time to new teachers.

Supt. Robinson, of New Jersey, expressed the conviction that the superintendent should reach the teachers thru the principals. He emphasized particularly the need of commendation.

Supt. Young called attention to the value of parents' meetings as an aid to the study of the weaknesses of a school.

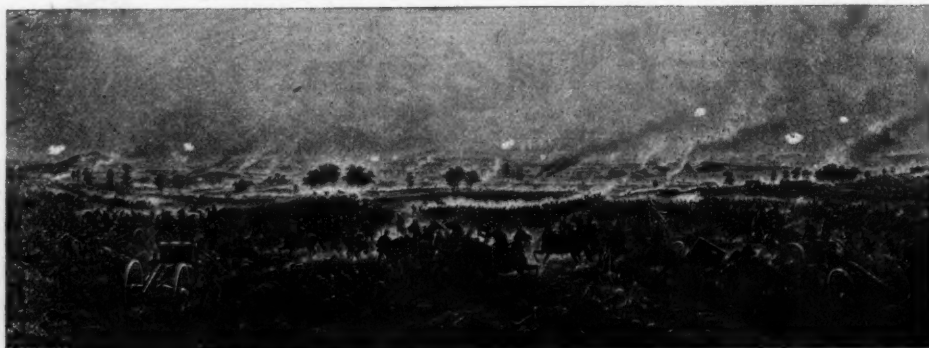
Prin. H. E. Harris, of Bayonne, N. J., thought there was danger of meddling with class teachers, it is better to manage the schools thru the principals. Advice and suggestions should be given to teachers with caution and should usually be done thru principals. If he wishes to take a class he sends word beforehand and he asks no questions when a teacher is at work.

Supt. Stevens, of Queens, stated that the superintendent acts in many capacities: (1) As a citizen in a small place he must be among the leading men of the community. (2) He is a director of his teachers, sometimes a corrector. (3) He is reporter and statistician. The important point is, however, how the superintendent may direct teachers best. He should not interfere too much and yet he must not ignore the teachers entirely, simply judging their work by reports. He ought to be in the schools all he can, tho he should not stay in one room long enough so that pupils think he is responsible for discipline.

After a suggestion from Supt. Gorton, that each superintendent bring to the next meeting a report of how he has taught pupils to study, the Council was adjourned.

Progressive Manual Training.

PHILADELPHIA.—The academic departments of the Northeast manual training school give courses of study in mathematics, physics, chemistry, literature, history, civics, and economics. The principles of wood and metal working are taught in the manual departments, and especial attention is paid the hand and eye in the various processes of constructive work. Freehand and mechanical drawing, which form the basis of this work, are important features of the course. The school enters its tenth year with a faculty of seventeen professors and instructors and an attendance of 360 students. A large number of these students take places in the industrial



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or commercial world immediately after graduation, but at least one-third enter college.

The second annual series of free public lectures by the faculty has been announced. Subjects and speakers are as follows: "Color Photography," by George D. Firmin; "Liquid Air," by George F. Stradling; "The Brandywine—Its Literary Aspects," by L. Whitaker; "The Government of a Great City," by Frederic W. Speirs; "Pompeian Excavations and Roman Domestic Life," by Charles C. Heyl; "The Building of a Ship," by William H. Odenatt; "Forestry," by John W. Moyer; "The Sun," by Lycurgus L. Ford.

Bi-Partisan School Board.

SEDALIA, MO.—Supt. G. W. Buchanan, in summing up local conditions, recently said, "By common consent the school board has for twenty years been composed of three Democrats and three Republicans. As a result politics never disturb the board. This is one of the neatest, cleanest, and handsomest cities of 20,000 people in the country. It has a model high school, ideally equipped, in a modern building. Few high schools enroll so large a percentage of boys and few graduate so large a percentage of the enrollment. With eight full years below the high school and an enrollment of 3,200 grade pupils, 160 were graduated last year from the eighth grade. Of this number 145 are now enrolled in the freshman class of the high school. The high school rolls contain 400 pupils, thirty-seven per cent. of whom are young men, with an increase in the last six years of twenty per cent. in the city schools. The high school enrollment has increased more than 100 per cent."

Guarding Professional Education.

ALBANY, N. Y.—The State University of the State of New York is now responsible for the protection of the public from incompetent practitioners of the learned professions. As this involves registering for license and for admission and graduation from the various professional schools of other states and countries, the college department has undertaken the preparation of an authoritative register. This will appear in two series, including professional education in the United States and that in foreign countries. The first series now in press embraces bulletins on general education, theology, law, medicine, dentistry, pharmacy and veterinary medicine.

The New York state library was appointed at the meeting of the American Library Association held at Atlanta, Ga., last May, to prepare the national library exhibit for the Paris exposition. Preparation for this exhibit is being pushed with all possible speed. After the exposition the exhibit will be permanently preserved in the New York state capitol, as a part of the library museum. The educational exhibit has only little more than one-fourth the space occupied by the New York educational exhibit at Chicago. The entire American library exhibit has only 7x10 feet and therefore cannot illustrate individual libraries, but must be based on types. Libraries will be asked to contribute material most effective in representing the methods, character of work and sphere of influence of the class to which they severally belong, while the collection as a whole will aim to represent the best thought of the library profession in the United States.

Association of Chemistry Teachers

BOSTON.—The sixth meeting of the New England Association of Chemistry Teachers was held at the Massachusetts institute of technology on Nov. 18. The address of the day was delivered by Prof. Fred L. Bardwell, of the institute on "Some Aspects of the Present Methods of Teaching Chemistry." The executive committee recommended for election James E. Downey, of Holyoke high school, Helen M. Lambert, of Lowell high school and Frederick W. Howe, of Framingham normal school. The officers of the association, Pres. Lyman C. Newell, of Lowell, and Sec'y Melville A. Stone, of Watertown, have been active in promoting co-operation among chemistry teachers.

Evidences of Growth in Ohio.

COLUMBUS, OHIO.—Ohio state university is moving forward at a healthy pace. The twenty-eighth annual report of the

board of trustees has just been distributed to friends of the institution. The report announces the establishment at Sandusky of a summer laboratory for the purpose of investigations of the biological problems of the Great Lakes. It is located at the present site of the state fish hatchery and is supplied with abundant aquaria, tables, and boats, and, during the summer, is equipped with the necessary apparatus for general work. The site was chosen with special reference to its convenience, the sheltered waters of the bay, proximity of fish packing establishments, ready access to islands and open lake and remarkably abundant forms of life available. It affords a rare opportunity for teachers and students to spend the summer vacation at practical biology in a most agreeable and profitable way.

The catalog of the college of engineering in the same institution shows an enrollment of 344 students. The college has an exceptional equipment for the many departments embraced in the wide field of engineering.

Educational Progress in Newark.

The \$3,000,000 which is to be used in erecting new schools will not be turned over to the board of education before December. It is hardly probable that any of the buildings can be made ready for use by next September.

The contest over the principalship of the Bruce st. school continues. The commissioners who favor Mr. Bamberger charged Mr. Bissell with securing his certificate on experience rather than on examination as the Newark board rules stipulate. Mr. Bissell has presented sufficient evidence to make his title clear. The records brought to light show that a certificate was granted Mr. Bissell on examination. Mr. Bamberger's qualifications include a college diploma and a certificate granted on ten years' teaching experience.

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The Birmingham (Eng.) school board is endeavoring to place limitations on street trading by children. There are 4,626 children trading in the streets of Birmingham, of whom 1,727 are under eleven years of age. The average attendance in the elementary schools was only eighty-three. The obvious remedy for this evil is to allow no trading except by license. Due regard might then be had to educational, physical, and moral considerations.

A resolution urged by Sir John Lubbock proposes that instruction in the elementary branches of natural science bearing on agriculture be made compulsory in the rural schools of England. He also suggests that such instruction be accompanied and illustrated by experiments and practical work on plots of ground attached to the schools. Teachers would no longer find the country dull if they took up the study of some branch of natural history.

AUBURNDALE, MASS.—The overcrowding of the schools has forced the Newton board of aldermen to take up the matter of more buildings and additions, as relief measures.

Mr. Arthur Williston, of the department of science and technology, Pratt institute, Brooklyn, will address the Prang normal art classes Saturday, December 9, at 10:30 A. M. Mr. Williston is especially interested in public school art education, more particularly in the lines of the crafts—or manual training, so-called. He will therefore interest art instructors as well as teachers of manual training and educators generally.

PHILADELPHIA.—The five-story establishment of the J. B. Lippincott Company was completely destroyed by fire on Wednesday last. The building was heavily stocked with books and periodicals, many of them of great value, and the loss is estimated by the publishers at \$3,000,000. The manufacturing plant of the firm was a total loss. The crippling of the Lippincott company is a calamity to the educational world.

MELROSE, MASS.—The Melrose educational society has made preparations for four open meetings and two round table discussions this winter. Mr. Walter Sargent, of Boston, a member of the state board of education, has been engaged to speak on "A Response to the Picture." On Dec. 14 the question of "A Closer Union Between High and Grammar Schools" will be considered.

TRENTON, N. J.—The statistical information which will form a part of the annual report of the state board of education shows that \$6,476,983.59 was spent for public school purposes last year. In Essex and Hudson counties alone the

amount was but a trifle short of \$3,000,000, or nearly one-half that amount for the whole state. The number of children enrolled was 315,055, taught by 6,189 teachers. The men teachers received an average monthly salary of \$86.21 and the women teachers \$48.12.

PURCELL, I. T.—The Chickasaw Teachers' Association, organized on March 11, will meet in convention here Nov. 30. The officers are: N. T. Pool, of Purcell, president; John W. Wilkinson, of Pauls Valley, secretary; L. M. Logan, of Wynnewood, treasurer; W. H. Clifton, of Marietta, first vice-president; J. T. Johnson, of Ardmore, second vice-president.

NEWARK, N. J.—The county institute to be held next week will bring together teachers of all grades. Addresses will be given by Dr. Edward Howard Griggs and Mr. William L. Tomlins. The departmental plan is to be observed for the first time. Among the speakers will be Mr. Aldrich, formerly superintendent of the Newton, Mass., schools and Chas. F. Wheelock, of the New York State Regents' office.

LOUISVILLE, KY.—The teachers of the state will gather in annual convention at Louisville on Dec. 27. In the judgment of Pres. J. G. Crabbe, of the Kentucky Educational Association, this promises to be the most notable educational gathering in the history of the commonwealth. Many of the strongest school men and women of Kentucky will have a part in the general program. The superintendent, high school, child study, and music sections will offer exceptional advantages for special work.

COLUMBUS, GA.—This community leads the cities of the state in its adoption of manual training. The system was installed by graduates of Pratt institute and of Tuskegee institute, who instructed both white and colored children in cooking, sewing, and wood-working. Courses in iron and leather working will be added in time. It is the intention of Supt. C. B. Gibson to make the instruction a preparation for an industrious life under the conditions governing labor in the South.

CAMBRIDGE, MASS.—Mrs. Elizabeth Cary Agassiz, who has been president of Radcliffe college ever since its establishment, has resigned. She has, however, accepted the position of honorary president, which frees her from responsibility but does not disturb her relations with the officers and students of the college.

ATLANTIC CITY, N. J.—The recent establishment of a school for colored children has aroused much feeling among the colored people. One colored citizen has applied to the supreme court for a writ of mandamus to compel the board of education to receive his son at a mixed school.

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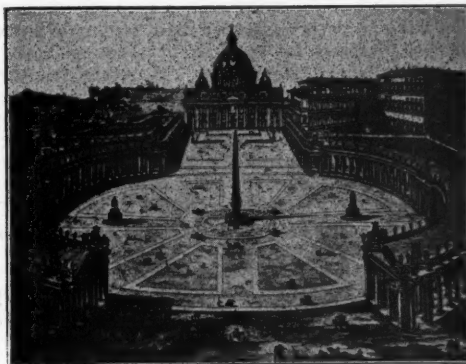
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Notes of New Books.

(Continued from page 619.)

The Essentials of Latin, by Benjamin W. Mitchell, Ph. D., of the Central high school, Philadelphia, is the product of the conviction that the beginner should be given the fullest possible explanation of the fundamental principles of Latin form and syntax. The author has embodied in it the results of fifteen years of class-room experience. His method is not only to have the rules clearly stated but to have them reasoned out, commented on, and explained, so that the acquisition of Latin shall not be a mere matter of memory and of the mechanical application of apparently arbitrary rules. The aim is to bring students as early as possible to the accurate and rapid reading of narrative Latin, to excite interest by enabling them to use Latin as a medium for obtaining information. Therefore the earliest sentences are made long, but easy, each containing a statement of some fact, usually military. Then anecdotes are given based on the language of Cæsar, designed to illustrate the principles of syntax, and give practice in the vocabulary. The strictly analytic treatment of the verb is believed to be less a tax on the memory than the time-honored method of committing the forms of a single verb of each conjugation, and at the same time it leads to a more thorough mastery of the paradigms. In syntax the lines of the development of the sentence have been followed. The vocabulary is confined to the words used by Cæsar, Nepos, and Eutropius. (Eldredge & Brother, Philadelphia. Price, \$1.00.)

The tragedy of *Macbeth* by William Shakespeare has been ably edited by Prof. L. A. Sherman, of the University of Nebraska. The object of the author is to aid teachers to secure from their pupils first-hand knowledge of the ethic and esthetic meanings in this play. It is intended to be a working handbook, not merely another reprint of the play. To aid in this, numerous very searching questions follow the text. The aim, purpose, and method of the author deserve high praise. (Henry Holt & Company.)

It would be hard to find classical English literature in a more acceptable shape than in the little volumes of Cassell's National Library. The text is given in large, clear type, and there is a critical and biographical introduction in each book. These books are excellent pocket companions; it is surprising how much acquaintance with literature may be acquired by utilizing

the odd moments. Some of the latest numbers are: *Marmion*, by Sir Walter Scott; *King Henry VIII.*, by Shakespeare; *Nathan the Wise*, by Lessing; *Essays—Civil and Moral*, by Francis Bacon; *Voyages and Travels*, by Marco Polo; *Heroes and Hero Worship*, by Thomas Carlyle; and *Francis Bacon*, by Lord Macaulay. (Cassell & Company, Limited, New York. Price, 10 cents each; issued weekly; subscription, \$5.00 a year.)

The main characteristics of Heath's English Classics are as follows: The texts are accurate and authentic; the notes and introductions are interpretative rather than philological, and aim to help the student rather than show the learning of the editor; the illustrations are artistic and educative. One of these volumes is George Eliot's masterpiece *Silas Marner*. The introduction treats of the plot of the novel, the author's characteristics, the author's moral purpose, etc. Numerous library references give the student the necessary directions for reading up about the author and the story. (D. C. Heath & Company. Boston.)

As it is impossible to read everything worth reading in literature, it is a good plan to become acquainted with portions of the very best of each author's works. As aids to this study there is nothing better at a low price than the volumes of the Riverside Literature Series. No. 134, Extra (2) contains *Selections from the Writings of Eleven English Authors*, with portraits and biographical sketches. These authors are Tennyson, Dickens, Keats, Lamb, Wordsworth, Byron, Goldsmith, Burns, Addison, Milton, and Bacon. (Houghton, Mifflin & Company. Boston.)

Selections from Walter Savage Landor have been made by Prof. Newcomer, of the Leland Stanford university. There is a brief yet comprehensive introduction which discloses the reason why Landor occupies the high place accorded to him by men of literary taste. We confess to value this part of the volume exceedingly; it will be a great mistake if the new writers coming on the stage fail to know the genius of Landor. (Henry Holt & Company.)

A second volume of *Children's Songs* has just been issued, prepared by Chas. H. Gabriel; it contains twenty-two songs. It is well printed, in piano size, with an accompaniment and will be found very convenient for the primary school. The author has marked ability as a musical composer; there is a natural melody at the base of each of these compositions. (Fillmore Bros.)



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School Building Notes.

ALABAMA.

Montgomery will build two schools. Write Golucke & Stewart, archs., Atlanta.

ARKANSAS.

Little Rock will erect school on Pulaski Heights. Write Chas. L. Thompson, arch.

Warren.—The public school building was destroyed by fire.

ARIZONA.

Phoenix.—Manual training building will be erected for Phoenix Indian School. Write W. A. Jones, com. of Indian affairs, Washington, D. C.

Sacaton will build school at Pima agency. Write W. A. Jones, com. Indian affairs, Washington, D. C.

CANADA.

Birchton, Ont.—School will be erected in district No. 30, Eaton twp. Write A. F. Swan, sec'y-treas.

CALIFORNIA.

Los Angeles will erect school buildings. Write C. H. Hanse, clk. building committee, board of education.

CONNECTICUT.

Hartford.—Arch. W. C. Brocklesby will build addition to Trinity college. Cost \$40,000.—Will build school. Cost \$30,000.

GEORGIA.

Jackson will build school. Toccoa will build school.

ILLINOIS.

Sheldon will build school. Litchfield will build school. Urbana.—University of Illinois will add to buildings. Write Valentine Jobst, arch. Chicago.—The St. Gabriel's R. C. congregation will build school house.

Dixon will build school.

Sparta will build school. Write Isaac A. Smith, arch.

Joliet will build high school. Write F. S. Allen, arch.

Belvidere.—Bradley & Carpenter, archs., have plans for school in North Side, Belvidere. Cost \$18,000.

Ottawa.—Kisson White, arch., will build academy. Cost \$45,000.

INDIANA.

Crawfordsville will build school. Write Wm. Boes.

Mellott will build school. Write W. T. Mellott, trustee.

Daleville will remodel school. Address L. C. Howard, Muncie, Ind.

Marion Normal college will erect building. Write Burt L. French, arch.

Linton.—School will be built in Shields district. Write trustee Haseman.

INDIAN TERRITORY.

Miami will build school.

IOWA.

Lansing.—School will be erected in the independent Dahl district, Paint Creek township. Write Chas. Dahl, secretary, school board.

Washington will build two school-houses. Write Weary & Hahn, architects, Freeport, Ill.

Franklin will build school. Write H. A. Thompson.

Cedar Falls normal school will erect two buildings. Cost \$125,000. Write Henry Liebke, state arch., Des Moines.

Ames.—State Agricultural college will erect engineering building. Cost \$200,000. Write Henry Liebke, state architect, Des Moines.

Bonair will build school.

Council Bluffs will build high school. Write Cox & Schoentgen, archs., Baldwin block.

KANSAS.

Eureca will build school. Address R. J. Nixon, director.

KENTUCKY.

Louisville will build school-house. Cost \$9,000. Write Chas. D. Meyer, arch.

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Dorchester will build grammar school. Cost \$100,000. Write Cabot, Everett & Mead, archs., 62 Devonshire street, Boston.

Lowell will build high school. Cost \$30,000. Write H. P. Graves, arch.

Lawrence will build school. Cost \$35,000. W. P. Regan, arch., Essex street.

MICHIGAN.

Wyandotte.—The Polish R. C. Society will build school. Kastler & Hunter, archs., Detroit.

Lansing has plans for building for Michigan Agricultural college. Cost \$100,000. Write Pratte & Koeppe, archs., Crapo building, Bay City.

(Continued on page 638.)

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Notes of New Books.

(Continued on page 632.)

It is hard to invest a dime in good literature more profitably than in the purchase of one of the volumes of Cassell's National Library, edited by Prof Henry Morley. The text is given in good large type and the introductions helpful and scholarly. Some of the recent numbers are Shakespeare's *Macbeth*; Macaulay's essay on *Francis Bacon*; Alexander Pope's *Essay on Man*; Sir Thomas Brown's *Religio Medici*, and Charles Dickens' *A Christmas Carol and the Chimes*. (Cassell & Company, Limited, New York. Issued weekly; subscription price, \$5.00 a year.)

The popularity of Scott bids fair to endure for many years to come, for each generation of romantic youths finds the same pleasure in his charming tales in verse as the preceding one. *The Lay of the Last Minstrel* is one that appeals especially to the youthful imagination. There have been many editions of this poem, but we doubt if there was ever a more attractive one than that edited for the Riverside Literature Series, by Dr. William J. Rolfe. The notes are copious and the product of the best scholarship, while the map and illustrations render it exceedingly attractive. (Houghton, Mifflin & Company, Boston. 30 cents.)

We have been much interested in a volume entitled *Graphic Shorthand*. It is an adaptation of the system invented in 1817 by Gabelsberger of Munich. The author, Mr. C. R. Lippman, has shown how to turn ordinary script into this kind of shorthand. It has found great favor in Europe, being used in seven different languages in Austria; it is used in forty parliaments for purposes of official record. The system is founded on the ordinary script reduced to its simplest elements. The book is handsomely printed, and being the work of a practical teacher, (director of the Shorthand Institute, Philadelphia) will enable the student at home to acquire the method. (J. B. Lippincott Company, Philadelphia.)

The Elementary Arithmetic, by Frank H. Hall, contains 240 pages. The book is made up of problems in which the (1) uniting, (2) separating, (3) uniting groups, (4) separating into groups, (5) into parts is carried forward in a careful, systematic method. First these processes appear in the very simplest form, then slight increase is required in the power of thought demanded. Only after many problems are solved, does the pupil find the words "sum," "difference," etc., used; thus he is not confused with the appearance of terms unknown to him.

It would require a long article to point out the many excellent features in this book. The fundamental processes are applied at once to all the units likely to be known to the pupil—to apples, cents, trees, halves, fourths, inches, feet, dollars, etc. It is essentially a mental arithmetic, but the pupil will use a pencil in many of the problems. This then is more than an arithmetic, it is a book to acquaint the pupil with mathematics, and to train his thought by a consideration of the problems presenting them. (Werner School Book Company.)

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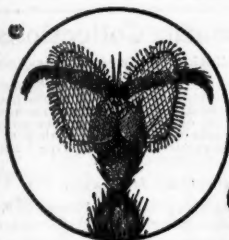
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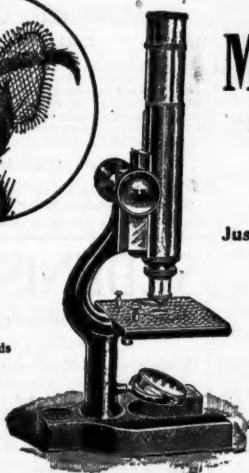
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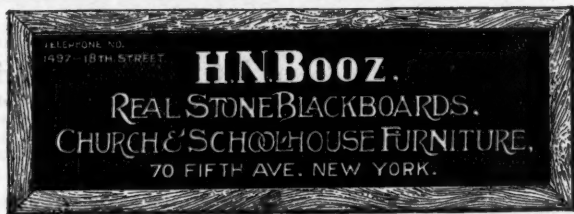
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Spiritwood will build addition to school. Write C. B. Borie, clerk school board.

OHIO.

Fowler will build school.

Toronto will construct school in district No. 1. Address W. H. Stokes, president board of education.

Bluffton.—Minnesota college will build addition. Cost \$10,000.

OKLAHOMA TERRITORY.

Chandler will build school. Cost \$10,000. Write N. O. Colburn, clerk.

Weatherford will build school-house. Write Robert Reed.

Watonga will build school in district No. 80. Write A. B. Davis, clerk school board.

TENNESSEE.

Brownsville will build school. Write A. H. Bradford, sec'y.

Nashville.—Archs. B. C. Alsop & Company, Memphis, will remodel Conway

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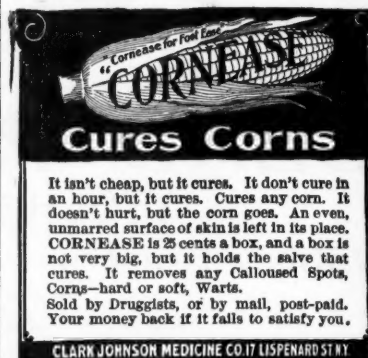
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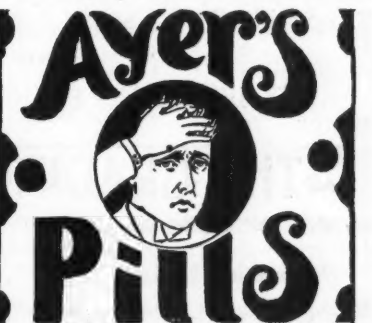
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